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ABSTRACT

This survey analyzes the descriptions of research samples provided in 1,353 research articles relating to children. The 1974 volumes of 24 research journals were examined, and all articles in those volumes were included in the survey if they met two criteria: (1) having a research sample, and (2) dealing with children and youth between the prenatal period and 24 years of age. Each of the articles was classified by age category (childhood or adolescence), and by selected areas of research. The content area categories, which were not mutually exclusive, included: physical development (disorders and disease), physical development (other), cognitive development, socioemotional development, the family, the broader environment, intervention programs and services, education, and health. In addition, each article was scrutinized for information pertaining to 35 sample characteristics. A 4-point nominal scale was used to indicate whether information about each of the 35 characteristics was specified, inferred, not specified, or not applicable. Tables of results present the number and percentage of articles in which each sample characteristic appears, for the entire survey and for each content category. Results for each of the 35 characteristics are discussed and an overview of reporting practices within general areas is presented. Findings are summarized in a conclusion and in an executive summary of the study that is included. (SB)

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A Study of the Description of Samples in Research Literature Relating to Children and Adolescents

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A major prerequisite to the growth of knowledge in any research field is the ability to generalize results from the sample to the population. Truly random samples are rarely if ever obtained in research on children, yet generalizations are made, with varying degrees of validity--some distressingly low. A more pragmatic and indeed the only realistic approach is for the researcher to provide more complete descriptions of the sample and the sampling procedure, as a basis for appropriate generalizations.

A preliminary survey of practices in reporting demographic information has been conducted by White and Duker (1973) using approximately 200 articles from four journals. The present study goes beyond the White and Duker study in that it looks at a broader array of research journals, and seeks to answer the following questions: How complete are the sample descriptions provided in the research literature since 1973? Do practices in description vary across different research areas?

Method

In order to answer these questions, 24 journals (listed in Appendix A) selected by the Interagency Panels were reviewed for the volume year 1974. The survey covered all of the articles within these volumes which met the criteria of having a sample and dealing with children and youth between the prenatal period and 24 years of age. A total of 1,353 articles qualified.

Each of the articles was classified by age category (childhood or adolescence) and by selected areas of research which fall within the focus of the study. These categories are not mutually exclusive; an article may be classified as relating both to childhood and adolescence and several focal areas. The categories are listed with their frequencies in Table 1.

Table 1

Number of 1974 Journal Articles Relating to Selected Categories of Age and Content Area

Category	Number of Articles
Childhood	796
Adolescence	861
The Developmental Processes	1170
Physical Development	272
Physical Disorder and Disease	167
Cognitive Development	561
Socioemotional Development	489
The Family	70
The Broader Social Environment	26
Intervention Programs and Services	260
Education Services	110
Health Services	143
Total Number of Articles	1353

Note. Categories are not mutually exclusive.

In addition to being classified according to content area, each article was scrutinized for information pertaining to the following 35 sample characteristics: (1) number, (2) sex, (3) age, (4) grade, (5) time of data gathering, (6) race, (7) ethnicity, (8) language dialect, (9) foreign nation, (10) race in foreign nation, (11) ethnicity in foreign nation, (12) language dialect in foreign nation, (13) neighborhood, (14) parental income, (15) parental occupation, (16) parental education, (17) social class, (18) social class scale, (19) income, occupation, education, census tract data as basis for social class, (20) other basis for social class, (21) census tract data, (22) school, (23) standardized test (for total subject pool), (24) mean standardized test scores (for total subject pool), (25) range of standardized test scores (for total subject pool), (26) standard deviation of standardized test scores (for total subject pool), (27) standardized test (for sample), (28) mean standardized test scores (for sample), (29) range of standardized test scores (for sample), (30) standard deviation of standardized test scores (for sample), (31) size of total pool, (32) how school was selected, (33) how class was selected, (34) how non-school population was selected, (35) how individual was selected.

A 4-point nominal scale was used to indicate whether information about each of the 35 characteristics was (1) specified, (2) inferred, (3) non-specified, or (4) non-applicable. For each characteristic, criteria were established for scoring the information on this scale. (See Appendix B.) Reliability checks on the two coders who carried out the survey showed an inter-coder reliability of 92% or higher at the beginning and at two separate points during the data collection. Except for the purpose of the reliability checks, the coders did not examine the same articles.

Results

Table 2 presents the percentages of journal articles (not broken down by areas) in which each of the sample characteristics is specified, inferred, non-specified, and non-applicable. In Tables 3 through 37 data on each of the sample characteristics are presented by content area. In each of these tables, the first column indicates the percentage of articles in which a characteristic is specified according to the criteria described in Appendix B. The second column shows the proportion in which a sample characteristic can be inferred from the information presented. Note that only seven characteristics (sex, age, grade, time of data gathering, and parental income, occupation, and education) can actually be inferred. This scoring category was introduced to cover the cases in which journal articles fail to specify exact information with respect to these particular characteristics, but do provide some helpful information. The next column presents the frequencies of articles which fail to specify a characteristic, and the next the number of articles in which a characteristic does not apply (e.g., grade is not applicable when the article deals with prenatal, infant or toddler development). There are some characteristics, of course, that are always applicable (e.g., number in sample).

Two kinds of percentages are presented within the parentheses. In Tables 3 through 37, unless otherwise noted, percentages are based on the total number of articles relating to the category represented by that row of figures. For instance, in Table 3, 553 of the articles relating to cognitive development specify the number of subjects in the sample. That figure accounts for 98.6% of the total 561 articles which relate to cognitive development. When noted, percentages are based on only the number of

applicable articles. For instance, Table 6 shows that 236 articles relating to cognitive development specify the grade levels of the subjects. This figure represents 49.1% of the 48 applicable articles relating to cognitive development, which excludes the 81 projects involving children younger than school age.

Table 2

Number and Percentage of Articles in which Sample Characteristics are Specified, Inferred, Not Specified, and Not Applicable

Sample Characteristic	Specified		Inferred		Not Specified		Not Applicable	
	#	%	#	%	#	%	#	%
Number	1338	(98.9)	--		15	(1.1)	--	
Sex	924	(68.3)	62	(4.6)	366	(27.1)	1	(.1)
Age	494	(36.5)	340	(25.1)	519	(38.4)	--	
Grade	383	(38.7*)	403	(40.7*)	203	(20.5*)	364	(26.9)
Time of Data Gathering	188	(13.9)	41	(3.0)	1124	(83.1)	--	
Race	301	(25.1*)	--		898	(74.9*)	154	(11.4)
Ethnicity	62	(5.1*)	--		1137	(94.8*)	154	(11.4)
Language Dialect	25	(2.1*)	--		1173	(97.9*)	154	(11.4)
Foreign Nation	177	(95.7*)	--		8	(4.3*)	1168	(86.3)
Race	12	(6.5*)	--		173	(93.5*)	1168	(86.3)
Ethnicity	17	(9.2*)	--		168	(90.8*)	1168	(86.3)
Language Dialect	22	(11.9*)	--		163	(88.1*)	1168	(86.3)
Neighborhood	99	(7.3)	--		1254	(92.7)	--	
Parental Income	24	(1.8)	27	(2.0)	1302	(96.2)	--	
Parental Occupation	46	(3.4)	31	(2.3)	1276	(94.3)	--	
Parental Education	55	(4.1)	4	(.3)	1294	(95.6)	--	

*Indicates adjusted percentage; the denominator used to compute this percentage is the number of articles for which this sample characteristic is applicable.

Table 2 (Continued)

Number and Percentage of Articles in which Sample Characteristics are Specified, Inferred, Not Specified, and Not Applicable

Sample Characteristic	Specified #	Specified %	Inferred #	Inferred %	Not Specified #	Not Specified %	Not Applicable #	Not Applicable %
Social Class	296	(21.9)	--		1057	(78.1)	--	
Social Class Scale	44	(14.8*)	--		252	(85.1*)	1057	(78.1)
Income, Occupation, Education, Census Tract Data	59	(19.9*)	--		237	(80.1*)	1057	(78.1)
Other Supporting Data	11	(3.7*)	--		285	(96.3*)	1057	(78.1)
Census Tract Data	7	(.5)	--		1346	(99.5)	--	
School	116	(13.0*)	--		772	(86.9*)	464	(34.3)
Standardized Test (Total Pool)	48	(3.5)	--		1305	(96.5)	--	
Mean	20	(41.6*)	--		28	(58.3*)	1305	(96.5)
Range of Scores	10	(20.8*)	--		38	(79.1*)	1305	(96.5)
Standard Deviation	11	(22.9*)	--		37	(77.1*)	1305	(96.5)
Standardized Test (Sample)	398	(29.4)	--		955	(70.6)	--	
Mean	227	(57.0*)	--		171	(42.9*)	955	(70.6)
Range	63	(15.8*)	--		335	(84.1*)	955	(70.6)
Standard Deviation	144	(36.1*)	--		254	(63.8*)	955	(70.6)
Size of Total Pool	171	(12.6)	--		1182	(87.3)	--	
How School Was Selected	27	(3.1*)	--		853	(96.9*)	473	(35.0)
How Class Was Selected	24	(11.9*)	--		177	(88.0*)	1152	(85.1)
How Non-School Population Was Selected	66	(12.9*)	--		444	(87.0*)	843	(62.3)
How Individual Was Selected	610	(45.1)	--		743	(54.9)	--	

*Indicates adjusted percentage; the denominator used to compute this percentage is the number of articles for which this sample characteristic is applicable.

Table 3

Number:

as Sample Characteristic in 1974 Journal Articles,

by Selected Categories of Age and Content Area

Category	Specified #	Specified %	Inferred #	Inferred %	Not Specified #	Not Specified %	Not Applicable #	Not Applicable %	Total Number of Articles
Entire Sample	1338	(98.9)	--		15	(1.1)	--		1353
Childhood	786	(98.7)	--		10	(1.3)	--		796
Adolescence	852	(99.0)	--		9	(1.0)	--		861
Development General	1160	(99.1)	-		10	(.9)	--		1170
Physical Development (Disorders, Disease)	166	(99.4)	--		1	(.6)	--		167
Physical Development (Other)	105	(100)	--		--		--		105
Cognitive Development	553	(98.6)	--		8	(1.4)	--		561
Socioemotional Development	487	(99.6)	--		2	(.4)	--		489
The Family	70	(100)	--		--		--		70
The Broader Environment	26	(100)	--		--		--		26
Intervention Programs and Services	253	(97.3)	--		7	(2.7)	--		260
Education	105	(95.5)	--		5	(4.5)	--		110
Health	141	(98.6)	--		2	(1.4)	--		143

Note. Unless otherwise noted, percentages are based on the total number of articles relating to that category. Percentages followed by an asterisk are based on only the number of applicable articles relating to that category.

Table 4

Sex:

as Sample Characteristic in 1974 Journal Articles,

by Selected Categories of Age and Content Area

Category	Specified #	Specified %	Inferred #	Inferred %	Not Specified #	Not Specified %	Not Applicable #	Not Applicable %	Total Number of Articles
Entire Sample	924	(68.3*)	62	(4.6*)	366	(27.1*)	1	(.1)	1353
Childhood	515	(64.8*)	29	(3.6*)	251	(31.6*)	1	(.1)	796
Adolescence	617	(71.7*)	44	(5.1*)	200	(23.2*)	--		861
Development General	831	(71.0*)	49	(4.2*)	290	(24.8*)	--		1170
Physical Development (Disorders, Disease)	88	(52.7*)	4	(2.4*)	75	(44.9*)	--		167
Physical Development (Other)	65	(61.9*)	5	(4.8*)	35	(33.3*)	--		105
Cognitive Development	399	(71.1*)	24	(4.3*)	138	(24.6*)	--		561
Sociocmotional Development	397	(81.1*)	25	(5.1*)	67	(13.7*)	--		489
The Family	55	(78.6*)	2	(2.9*)	13	(18.6*)	--		70
The Broader Environment	20	(76.9*)	2	(7.7*)	4	(15.4*)	--		26
Intervention Programs and Services	127	(49.0*)	15	(5.8*)	117	(45.1*)	--		260
Education	54	(49.1*)	9	(8.2*)	47	(42.7*)	--		110
Health	69	(48.6*)	6	(4.2*)	67	(47.1*)	--		143

Note. Unless otherwise noted, percentages are based on the total number of articles relating to that category. Percentages followed by an asterisk are based on only the number of applicable articles relating to that category.

Table 5

Age:

as Sample Characteristic in 1974 Journal Articles,

by Selected Categories of Age and Content Area

Category	Specified #	Specified %	Inferred #	Inferred %	Not Specified #	Not Specified %	Not Applicable #	Not Applicable %	Total Number of Articles
Entire Sample	494	(36.5)	340	(25.1)	519	(38.4)	--		1353
Childhood	413	(51.9)	255	(32.0)	128	(16.1)	--		796
Adolescence	212	(24.6)	207	(24.0)	442	(51.3)	--		861
Development General	418	(35.7)	295	(25.2)	457	(39.1)	--		1170
Physical Development (Disorders, Disease)	87	(52.1)	64	(38.3)	16	(9.6)	--		167
Physical Development (Other)	61	(58.1)	26	(24.8)	18	(17.1)	--		105
Cognitive Development	231	(41.2)	141	(25.1)	189	(33.7)	--		561
Socioemotional Development	91	(18.6)	87	(17.8)	311	(63.6)	--		489
The Family	20	(28.6)	28	(40.0)	22	(31.4)			70
The Broader Environment	2	(7.7)	12	(46.2)	12	(46.2)	--		26
Intervention Programs and Services	106	(40.8)	64	(24.6)	90	(34.6)	--		260
Education	19	(17.3)	19	(17.3)	72	(65.5)	--		110
Health	82	(57.3)	43	(30.1)	18	(12.6)	--		143

Note. Unless otherwise noted, percentages are based on the total number of articles relating to that category. Percentages followed by an asterisk are based on only the number of applicable articles relating to that category.

Table 6

Grade:

as Sample Characteristic in 1974 Journal Articles,

by Selected Categories of Age and Content Area

Category	Specified #	Specified %	Inferred #	Inferred %	Not Specified #	Not Specified %	Not Applicable #	Not Applicable %	Total Number of Articles
Entire Sample	383	(38.7*)	403	(40.7*)	203	(20.5*)	364	(26.9)	1353
Childhood	245	(49.2*)	90	(18.1*)	163	(32.7*)	298	(37.4)	796
Adolescence	261	(36.2*)	327	(45.3*)	133	(18.4*)	140	(16.3)	861
Development General	343	(38.9*)	371	(42.1*)	168	(19.0*)	288	(24.6)	1170
Physical Development (Disorders, Disease)	2	(5.7*)	1	(2.8*)	32	(91.4*)	132	(79.0)	167
Physical Development (Other)	7	(13.7*)	18	(35.3*)	26	(50.9*)	54	(51.4)	105
Cognitive Development	236	(49.1*)	155	(32.3*)	89	(18.5*)	81	(14.4)	561
Socioemotional Development	141	(32.1*)	258	(58.8*)	40	(9.1*)	50	(10.2)	489
The Family	17	(38.6*)	13	(29.5*)	14	(31.8*)	26	(37.1)	70
The Broader Environment	8	(42.1*)	8	(42.1*)	3	(15.8*)	7	(26.9)	26
Intervention Programs and Services	49	(28.1*)	52	(29.9*)	73	(41.9*)	85	(33.1)	260
Education	45	(44.5*)	45	(44.5*)	11	(10.9*)	9	(8.2)	110
Health	4	(5.7*)	6	(8.6*)	60	(85.7*)	73	(51.0)	143

Note. Unless otherwise noted, percentages are based on the total number of articles relating to that category. Percentages followed by an asterisk are based on only the number of applicable articles relating to that category.

Table 7

Time of Data Gathering:

as Sample Characteristic in 1974 Journal Articles,

by Selected Categories of Age and Content Area

Category	Specified #	Specified %	Inferred #	Inferred %	Not Specified #	Not Specified %	Not Applicable #	Not Applicable %	Total Number of Articles
Entire Sample	188	(13.9)	41	(3.0)	1124	(83.1)	--		1353
Childhood	88	(11.1)	36	(4.5)	672	(84.4)	--		796
Adolescence	136	(15.8)	21	(2.4)	704	(81.8)	--		861
Development General	135	(11.5)	40	(3.4)	995	(85.0)	--		1170
Physical Development (Disorders, Disease)	34	(20.4)	25	(15.0)	108	(64.7)	--		167
Physical Development (Other)	12	(11.4)	5	(4.8)	88	(83.8)	--		105
Cognitive Development	37	(6.6)	8	(1.4)	516	(92.0)	--		561
Socioemotional Development	70	(14.3)	5	(1.0)	414	(84.7)	--		489
The Family	24	(34.3)	1	(1.4)	45	(64.3)	--		70
The Broader Environment	12	(46.2)	--		14	(53.8)	--		26
Intervention Programs and Services	58	(22.3)	1	(.4)	201	(77.3)	--		260
Education	24	(21.8)	--		86	(78.2)	--		110
Health	32	(22.4)	1	(.7)	110	(76.9)			143

Note. Unless otherwise noted, percentages are based on the total number of articles relating to that category. Percentages followed by an asterisk are based on only the number of applicable articles relating to that category.

Table 8

Race:

as Sample Characteristic in 1974 Journal Articles,

by Selected Categories of Age and Content Area

Category	Specified #	Specified %	Inferred #	Inferred %	Not Specified #	Not Specified %	Not Applicable #	Not Applicable %	Total Number of Articles
Entire Sample	301	(25.1*)	--		898	(74.9*)	154	(11.4)	1353
Childhood	229	(33.2*)	--		461	(66.8*)	106	(13.3)	796
Adolescence	150	(19.5*)	--		618	(80.4*)	93	(10.8)	861
Development General	266	(25.5*)	--		776	(74.4*)	128	(10.9)	1170
Physical Development (Disorders, Disease)	26	(17.6*)	--		121	(82.3*)	20	(12.0)	167
Physical Development (Other)	18	(21.4*)	--		66	(78.6*)	21	(20.0)	105
Cognitive Development	142	(28.3*)	--		359	(71.6*)	60	(10.7)	561
Socioemotional Development	113	(25.4*)	--		332	(74.6*)	44	(9.0)	489
The Family	22	(42.3*)	--		30	(57.7*)	18	(25.7)	70
The Broader Environment	10	(45.4*)	--		12	(54.5*)	4	(15.4)	26
Intervention Programs and Services	38	(17.6*)	--		177	(82.3*)	45	(17.3)	260
Education	21	(20.4*)	--		82	(79.6*)	7	(6.4)	110
Health	15	(14.1*)	--		91	(85.8*)	37	(25.9)	143

Note. Unless otherwise noted, percentages are based on the total number of articles relating to that category. Percentages followed by an asterisk are based on only the number of applicable articles relating to that category.

Table 9

Ethnicity:

as Sample Characteristic in 1974 Journal Articles,

by Selected Categories of Age and Content Area

Category	Specified #	Specified %	Inferred #	Inferred %	Not Specified #	Not Specified %	Not Applicable #	Not Applicable %	Total Number of Articles
Entire Sample	62	5.1*	--		1137	94.8*	154	11.4	1353
Childhood	46	6.6*	--		644	93.3*	106	13.3	796
Adolescence	39	5.1*	--		729	94.9*	93	10.8	861
Development General	52	4.9*	--		990	95.0*	128	10.9	1170
Physical Development (Disorders, Disease)	3	2.0*	--		144	97.9*	20	12.0	167
Physical Development (Other)	2	2.4*	--		82	97.6*	21	20.0	105
Cognitive Development	28	5.6*	--		473	94.4*	60	10.7	561
Socioemotional Development	23	5.1*	--		422	94.8*	44	9.0	489
The Family	3	5.8*	--		49	94.2*	18	25.7	70
The Broader Environment	3	13.6*	--		19	86.3*	4	15.4	26
Intervention Programs and Services	13	6.0*	--		202	93.9*	45	17.3	260
Education	8	7.8*	--		95	92.2*	7	6.4	110
Health	4	3.8*	--		102	96.2*	37	25.9	143

Note. Unless otherwise noted, percentages are based on the total number of articles relating to that category. Percentages followed by an asterisk are based on only the number of applicable articles relating to that category.

Table 10

Language Dialect:

as Sample Characteristic in 1974 Journal Articles,

by Selected Categories of Age and Content Area

Category	Specified #	Specified %	Inferred #	Inferred %	Not Specified #	Not Specified %	Not Applicable #	Not Applicable %	Total Number of Articles
Entire Sample	25	2.1*	--		1173	97.9*	155	11.5	1353
Childhood	21	3.0*	--		668	96.9*	107	13.4	796
Adolescence	15	1.9*	--		752	98.0*	94	10.9	861
Development General	16	1.5*	--		1025	98.4*	129	11.0	1170
Physical Development (Disorders, Disease)	--		--		147	100.0	20	12.0	167
Physical Development (Other)	--		--		84	100.0	21	20.0	105
Cognitive Development	11	2.2*	--		489	97.8*	61	10.9	561
Socioemotional Development	5	1.1*	--		440	98.9*	44	9.0	489
The Family	3	5.8*	--		49	94.2*	18	25.7	70
The Broader Environment	2	9.1*	--		20	90.9*	4	15.4	26
Intervention Programs and Services	8	3.7*	--		207	96.3*	45	17.3	260
Education	6	5.8*	--		97	94.1*	7	6.4	110
Health	1	.9*	--		105	99.0*	37	25.9	143

Note. Unless otherwise noted, percentages are based on the total number of articles relating to that category. Percentages followed by an asterisk are based on only the number of applicable articles relating to that category.

Table 11

Foreign Nation:

as Sample Characteristic in 1974 Journal Articles,

by Selected Categories of Age and Content Area

Category	Specified #	Specified %	Inferred #	Inferred %	Not Specified #	Not Specified %	Not Applicable #	Not Applicable %	Total Number of Articles
Entire Sample	177	(95.6*)	--		8	(4.3*)	1168	(86.3)	1353
Childhood	117	(98.3*)	--		2	(1.6*)	677	(85.1)	796
Adolescence	108	(94.7*)	--		6	(5.3*)	747	(86.8)	861
Development General	147	(95.4*)	--		7	(4.5)	1016	(86.8)	1170
Physical Development (Disorders, Disease)	22	(95.6*)	--		1	(4.3*)	144	(86.2)	167
Physical Development (Other)	22	(95.6*)	--		1	(4.3*)	82	(78.1)	105
Cognitive Development	70	(95.9*)	--		3	(4.1*)	488	(87.0)	561
Socioemotional Development	53	(94.6*)	--		3	(5.3*)	433	(88.5)	489
The Family	19	(100.0)	--		--		20	(76.9)	70
The Broader Environment	6	(100.0)	--		--		20	(76.9)	26
Intervention Programs and Services	48	(96.0*)	--		2	(4.0*)	210	(80.8)	260
Education	7	(77.8*)	--		2	(22.2*)	101	(91.8)	110
Health	40	(100.0)	--		--		103	(72.0)	143

Note. Unless otherwise noted, percentages are based on the total number of articles relating to that category. Percentages followed by an asterisk are based on only the number of applicable articles relating to that category.

Table 12

Race in Foreign Nation:

as Sample Characteristic in 1974 Journal Articles,

by Selected Categories of Age and Content Area

Category	Specified #	Specified %	Inferred #	Inferred %	Not Specified #	Not Specified %	Not Applicable #	Not Applicable %	Total Number of Articles
Entire Sample	12	(6.5*)	--		173	(93.5*)	1168	(86.3)	1353
Childhood	7	(5.9*)	--		112	(94.1*)	677	(85.1)	796
Adolescence	5	(4.4*)	--		109	(95.6*)	747	(86.8)	861
Development General	12	(7.8*)	--		142	(92.2*)	1016	(86.8)	1170
Physical Development (Disorders, Disease)	1	(4.3*)	--		22	(95.7*)	144	(86.2)	167
Physical Development (Other)	1	(4.3*)	--		22	(95.7*)	82	(78.1)	105
Cognitive Development	6	(8.2*)	--		67	(91.8*)	488	(87.0)	561
Socioemotional Development	[illegible]	(8.9*)	-		51	(91.1*)	433	(88.5)	489
The Family	2	(10.5*)	--		17	(89.5*)	51	(72.9)	70
The Broader Environment	--		--		6	(100.0)	20	(76.9)	26
Intervention Programs and Services	1	(2.0*)	--		49	(98.0*)	210	(80.8)	260
Education	--		--		9	(100.0)	101	(91.8)	110
Health	--		--		40	(100.0)	103	(72.0)	143

Note. Unless otherwise noted, percentages are based on the total number of articles relating to that category. Percentages followed by an asterisk are based on only the number of applicable articles relating to that category.

Table 13

Ethnicity in Foreign Nation:

as Sample Characteristic in 1974 Journal Articles,

by Selected Categories of Age and Content Area

Category	Specified		Inferred		Not Specified		Not Applicable		Total Number of Articles
	#	%	#	%	#	%	#	%	
Entire Sample	17	(9.2*)	--		168	(90.8*)	1168	(86.3)	1353
Childhood	10	(8.4*)	--		109	(91.6*)	677	(85.1)	796
Adolescence	11	(9.6*)	--		103	(90.4*)	747	(86.8)	861
Development General	13	(8.4*)	--		141	(91.6*)	1016	(86.8)	1170
Physical Development (Disorders, Disease)	1	(4.4*)	--		22	(95.6*)	144	(86.2)	167
Physical Development (Other)	2	(8.7*)	--		21	(91.3*)	82	(78.1)	105
Cognitive Development	7	(9.6*)	--		66	(90.4*)	488	(87.0)	561
Socioemotional Development	5	(8.9*)	--		51	(91.1*)	433	(88.5)	489
The Family	6	(31.6*)	--		13	(68.4*)	51	(72.9)	70
The Broader Environment	1	(16.7*)	--		5	(83.3*)	20	(76.9)	26
Intervention Programs and Services	2	(4.0*)	--		48	(96.0*)	210	(80.8)	260
Education	1	(11.1*)	--		8	(88.9*)	101	(91.8)	110
Health	1	(2.5*)	--		39	(97.5*)	103	(72.0)	143

Note. Unless otherwise noted, percentages are based on the total number of articles relating to that category. Percentages followed by an asterisk are based on only the number of applicable articles relating to that category.

Table 14

Language Dialect in Foreign Nation:

as Sample Characteristic in 1974 Journal Articles,

by Selected Categories of Age and Content Area

Category	Specified #	Specified %	Inferred #	Inferred %	Not Specified #	Not Specified %	Not Applicable #	Not Applicable %	Total Number of Articles
Entire Sample	22	(11.9*)	--		163	(88.1*)	1168	(86.3)	1353
Childhood	14	(11.8*)	--		105	(88.2*)	677	(85.1)	796
Adolescence	17	(14.9*)	--		97	(85.1*)	747	(86.8)	861
Development General	20	(12.9*)	--		134	(87.1*)	1016	(86.8)	1170
Physical Development (Disorders, Disease)	--		--		23	(100.0)	144	(86.2)	167
Physical Development (Other)	1	(4.3*)	--		22	(95.7*)	82	(78.1)	105
Cognitive Development	14	(19.2*)	--		59	(80.8*)	488	(87.0)	561
Socioemotional Development	7	(12.5*)	--		49	(87.5*)	433	(88.5)	489
The Family	3	(15.8*)	--		16	(84.2*)	51	(72.9)	70
The Broader Environment	--		--		6	(100.0)	20	(76.9)	26
Intervention Programs and Services	1	(2.0*)	--		49	(98.0*)	210	(80.8)	260
Education	1	(11.1*)	--		8	(88.9*)	101	(91.8)	110
Health	--		--		40	(100.0)	103	(72.0)	143

Note. Unless otherwise noted, percentages are based on the total number of articles relating to that category. Percentages followed by an asterisk are based on only the number of applicable articles relating to that category.

Table 15

Neighborhood:

as Sample Characteristic in 1974 Journal Articles,

by Selected Categories of Age and Content Area

Category	Specified #	Specified %	Inferred #	Inferred %	Not Specified #	Not Specified %	Not Applicable #	Not Applicable %	Total Number of Articles
Entire Sample	99	(7.3)	--		1254	(92.7)	--		1353
Childhood	77	(9.7)	--		719	(90.3)	--		796
Adolescence	52	(6.0)	--		809	(94.0)	--		861
Development General	89	(7.6)	--		1081	(92.4)	--		1170
Physical Development (Disorders, Disease)	5	(3.0)	--		162	(97.0)	--		167
Physical Development (Other)	3	(2.9)	--		102	(97.1)	--		105
Cognitive Development	53	(9.4)	--		508	(90.6)	--		561
Socioemotional Development	35	(7.2)	--		454	(92.8)	--		489
The Family	9	(12.9)	--		61	(87.1)	--		70
The Broader Environment	4	(15.4)	--		22	(84.6)	--		26
Intervention Programs and Services	11	(4.2)	--		249	(95.8)	--		260
Education	8	(7.3)	--		102	(92.7)	--		110
Health	2	(1.4)	--		141	(98.6)	--		143

Note. Unless otherwise noted, percentages are based on the total number of articles relating to that category. Percentages followed by an asterisk are based on only the number of applicable articles relating to that category.

Table 16

Parental Income:

as Sample Characteristic in 1974 Journal Articles,

by Selected Categories of Age and Content Area

Category	Specified #	Specified %	Inferred #	Inferred %	Not Specified #	Not Specified %	Not Applicable #	Not Applicable %	Total Number of Articles
Entire Sample	24	(1.8)	27	(2.0)	1302	(96.2)	--		1353
Childhood	18	(2.3)	19	(2.4)	759	(95.4)			796
Adolescence	10	(1.2)	15	(1.7)	836	(97.1)	--		861
Development General	21	(1.8)	24	(2.1)	1125	(96.2)	--		1170
Physical Development (Disorders, Disease)	3	(1.8)	--		164	(98.2)	--		167
Physical Development (Other)	1	(1.0)	2	(1.9)	102	(97.1)	--		105
Cognitive Development	9	(1.6)	18	(3.2)	534	(95.2)	--		561
Socioemotional Development	9	(1.8)	9	(1.8)	471	(96.3)	--		489
The Family	1	(1.4)	--		69	(98.6)	--		70
The Broader Environment	2	(7.7)	2	(7.7)	22	(84.6)	--		26
Intervention Programs and Services	3	(1.2)	5	(1.9)	252	(96.9)	--		260
Education	3	(2.7)	5	(4.5)	102	(92.7)	--		110
Health	--		--		143	(100.0)	--		143

Note. Unless otherwise noted, percentages are based on the total number of articles relating to that category. Percentages followed by an asterisk are based on only the number of applicable articles relating to that category.

Table 17

Parental Occupation:

as Sample Characteristic in 1974 Journal Articles,

by Selected Categories of Age and Content Area

Category	Specified #	Specified %	Inferred #	Inferred %	Not Specified #	Not Specified %	Not Applicable #	Not Applicable %	Total Number of Articles
Entire Sample	46	(3.4)	31	(2.3)	1276	(94.3)	--		1353
Childhood	36	(4.5)	19	(2.4)	741	(93.1)	--		796
Adolescence	22	(2.6)	21	(2.4)	818	(95.0)	--		861
Development General	41	(3.5)	21	(1.8)	1108	(94.7)	--		1170
Physical Development (Disorders, Disease)	--		--		167	(100.0)	--		167
Physical Development (Other)	4	(3.8)	2	(1.9)	99	(94.3)	--		105
Cognitive Development	23	(4.1)	11	(2.0)	527	(93.9)	--		561
Socioemotional Development	20	(4.1)	9	(1.8)	460	(94.1)	--		489
The Family	7	(10.0)	6	(8.6)	57	(81.4)	--		70
The Broader Environment	4	(15.4)	3	(11.5)	19	(73.1)	--		26
Intervention Programs and Services	3	(1.2)	5	(1.9)	252	(96.9)	--		260
Education	1	(.9)	3	(2.7)	106	(96.4)	--		110
Health	2	(1.4)	2	(1.4)	139	(97.2)	--		143

Note. Unless otherwise noted, percentages are based on the total number of articles relating to that category. Percentages followed by an asterisk are based on only the number of applicable articles relating to that category.

Table 18

Parental Education:

as Sample Characteristic in 1974 Journal Articles,

by Selected Categories of Age and Content Area

Category	Specified #	Specified %	Inferred #	Inferred %	Not Specified #	Not Specified %	Not Applicable #	Not Applicable %	Total Number of Articles
Entire Sample	55	(4.1)	4	(.3)	1294	(95.6)	—		1353
Childhood	36	(4.5)	3	(.4)	757	(95.1)	—		796
Adolescence	25	(2.9)	3	(.3)	833	(96.7)	--		861
Development General	42	(3.6)	2	(.2)	1126	(96.2)	--		1170
Physical Development (Disorders, Disease)	5	(3.0)	--		162	(97.0)	--		167
Physical Development (Other)	4	(3.8)	1	(1.0)	100	(95.2)	--		105
Cognitive Development	16	(2.9)	2	(.4)	543	(96.8)	--		561
Socioemotional Development	22	(4.5)	--		467	(95.5)	--		489
The Family	16	(22.9)	2	(2.9)	52	(74.3)	--		70
The Broader Environment	5	(19.2)	1	(3.8)	20	(76.9)	--		26
Intervention Programs and Services	7	) 2/3_	--		254	(97.7)	--		260
Education	3	(2.7)	--		107	(97.3)	--		110
Health	2	(1.4)	--		141	(98.6)	--		143

Note. Unless otherwise noted, percentages are based on the total number of articles relating to that category. Percentages followed by an asterisk are based on only the number of applicable articles relating to that category.

Table 19

Social Class:

as Sample Characteristic in 1974 Journal Articles,

by Selected Categories of Age and Content Area

Category	Specified		Inferred		Not Specified		Not Applicable		Total Number of Articles
	#	%	#	%	#	%	#	%	
Entire Sample	296	(21.9)	--		1057	(78.1)	--		1353
Childhood	232	(29.1)	--		564	(70.9)	--		796
Adolescence	146	(17.0)	--		715	(83.0)	--		861
Development General	265	(22.6)	--		905	(77.4)	--		1170
Physical Development (Disorders, Disease)	8	(4.8)	159	(95.2)	--				167
Physical Development (Other)	15	(14.3)	--		90	(85.7)	--		105
Cognitive Development	170	(30.3)	--		391	(69.7)	--		561
Socioemotional Development	97	(19.8)	--		392	(80.2)	--		489
The Family	34	(48.6)	--		36	(51.4)	--		70
The Broader Environment	7	(26.9)	--		19	(73.1)	--		26
Intervention Programs and Services	28	(10.8)	--		232	(89.2)	--		260
Education	17	(15.5)	--		93	(84.5)	--		110
Health	9	(6.3)	--		134	(93.7)	--		143

Note. Unless otherwise noted, percentages are based on the total number of articles relating to that category. Percentages followed by an asterisk are based on only the number of applicable articles relating to that category.

Table 20

Social Class Scale:

as Sample Characteristic in 1974 Journal Articles,

by Selected Categories of Age and Content Area

Category	Specified #	Specified %	Inferred #	Inferred %	Not Specified #	Not Specified %	Not Applicable #	Not Applicable %	Total Number of Articles
Entire Sample	44	(14.8*)	--		252	(85.1*)	1057	(78.1)	1353
Childhood	30	(12.9*)	--		202	(87.1*)	564	(70.9)	796
Adolescence	27	(18.4*)	--		119	(81.5*)	715	(83.0)	861
Development General	37	(13.9*)	--		228	(86.0*)	905	(77.4)	1170
Physical Development (Disorders, Disease)	1	(12.5*)	--		7	(87.5*)	159	(95.2)	167
Physical Development (Other)	4	(26.6*)	--		11	(73.3*)	90	(85.7)	105
Cognitive Development	19	(11.1*)	--		151	(88.8*)	391	(69.7)	561
Socioemotional Development	19	(19.6*)	--		78	(80.4*)	392	(80.2)	489
The Family	9	(26.4*)	--		25	(73.5*)	36	(5o.4)	70
The Broader Environment	1	(14.3*)	--		6	(85.7*)	19	(73.1)	26
Intervention Programs and Services	7	(25.0*)	--		21	(75.0*)	232	(89.2)	260
Education	2	(11.8*)	--		15	(88.2*)	93	(84.5)	110
Health	5	(55.5*)	--		4	(44.4*)	134	(93.7)	143

Note. Unless otherwise noted, percentages are based on the total number of articles relating to that category. Percentages followed by an asterisk are based on only the number of applicable articles relating to that category.

Table 21

Income, Occupation, Education, Census Tract Data
As Basis for Social Class:

as Sample Characteristic in 1974 Journal Articles,

by Selected Categories of Age and Content Area

Category	Specified #	Specified %	Inferred #	Inferred %	Not Specified #	Not Specified %	Not Applicable #	Not Applicable %	Total Number of Articles
Entire Sample	59	(19.9*)	--		237	(80.1*)	1057	(78.1)	1353
Childhood	43	(18.5*)	--		189	(81.4*)	564	(70.9)	796
Adolescence	33	(22.6*)	--		113	(77.4*)	715	(83.0)	861
Development General	51	(19.2*)	--		214	(80.8*)	905	(77.4)	1170
Physical Development (Disorders, Disease)	1	(12.5*)	--		7	(87.5*)	159	(95.2)	167
Physical Development (Other)	4	(26.6*)	--		11	(73.3*)	90	(85.7)	105
Cognitive Development	28	(16.4*)	--		142	(83.5*)	391	(69.7)	561
Socioemotional Development	23	(23.7*)	--		74	(76.3*)	392	(80.2)	489
The Family	10	(29.4*)	--		24	(70.6*)	36	(51.4)	70
The Broader Environment	5	(71.4*)	--		2	(28.6*)	19	(73.1)	26
Intervention Programs and Services	9	(32.1*)	--		19	(67.8*)	232	(89.2)	260
Education	5	(29.4*)	--		12	(70.6*)	93	(84.5)	110
Health	4	(44.4*)	--		5	(55.5*)	134	(93.7)	143

Note. Unless otherwise noted, percentages are based on the total number of articles relating to that category. Percentages followed by an asterisk are based on only the number of applicable articles relating to that category.

Table 22

Other Basis for Social Class:

as Sample Characteristic in 1974 Journal Articles,

by Selected Categories of Age and Content Area

Category	Specified #	Specified %	Inferred #	Inferred %	Not Specified #	Not Specified %	Not Applicable #	Not Applicable %	Total Number of Articles
Entire Sample	11	(3.7*)	--		285	(96.3*)	1057	(78.1)	1353
Childhood	6	(2.6*)	--		226	(97.4*)	564	(70.9)	796
Adolescence	7	(4.8*)	--		139	(95.2*)	715	(83.0)	861
Development General	10	(3.8*)	--		255	(96.2*)	905	(77.4)	1170
Physical Development (Disorders, Disease)	1	(12.5*)	--		7	(87.5*)	159	(95.2)	167
Physical Development (Other)	--		--		15	(100.0)	90	(85.7)	105
Cognitive Development	7	(4.1*)	--		163	(95.9*)	391	(69.7)	561
Socioemotional Development	3	(3.1*)	--		94	(96.9*)	392	(80.2)	489
The Family	--		--		34	(100.0)	36	(51.4)	70
The Broader Environment	2	(28.6*)	--		5	(71.4*)	19	(73.1)	26
Intervention Programs and Services	--		--		28	(100.0)	232	(89.2)	260
Education	--		--		17	(100.0)	93	(84.5)	110
Health	--		--		9	(100.0)	134	(93.7)	143

Note. Unless otherwise noted, percentages are based on the total number of articles relating to that category. Percentages followed by an asterisk are based on only the number of applicable articles relating to that category.

Table 23

Census Tract Data:

as Sample Characteristic in 1974 Journal Articles,

by Selected Categories of Age and Content Area

Category	Specified #	Specified %	Inferred #	Inferred %	Not Specified #	Not Specified %	Not Applicable #	Not Applicable %	Total Number of Articles
Entire Sample	7	(.5)	--		1346	(99.5)	--		1353
Childhood	4	(.5)	--		792	(99.5)	--		796
Adolescence	6	(.7)	--		855	(99.3)	--		861
Development General	7	(.6)	--		1163	(99.4)	--		1170
Physical Development (Disorders, Disease)	--		--		167	(100.0)	--		167
Physical Development (Other)	1	(1.0)	--		104	(99.0)	--		105
Cognitive Development	2	(.4)	--		559	(99.6)	--		561
Socioemotional Development	5	(1.0)	--		484	(99.0)	--		489
The Family	--		--		70	(100.0)	--		70
The Broader Environment	3	(11.5)	--		23	(88.5)	--		26
Intervention Programs and Services	1	(.4)	--		259	(99.6)	--		260
Education	1	(.9)	--		109	(99.1)	--		110
Health	--		--		143	(100.0)	--		143

Note. Unless otherwise noted, percentages are based on the total number of articles relating to that category. Percentages followed by an asterisk are based on only the number of applicable articles relating to that category.

Table 24

School:

as Sample Characteristic in 1974 Journal Articles,

by Selected Categories of Age and Content Area

Category	Specified #	Specified %	Inferred #	Inferred %	Not Specified #	Not Specified %	Not Applicable #	Not Applicable %	Total Number of Articles
Entire Sample	116	(13.0*)	--		773	(86.9*)	464	(34.3)	1353
Childhood	75	(17.9*)	--		342	(82.0*)	379	(47.6)	796
Adolescence	71	(10.6*)	--		595	(89.3*)	195	(22.6)	861
Development General	104	(12.8*)	--		707	(87.1*)	359	(30.7)	1170
Physical Development (Disorders, Disease)	--		--		7	(100.0)	160	(95.8)	167
Physical Development (Other)	3	(8.3*)	--		33	(91.6*)	69	(65.7)	105
Cognitive Development	57	(12.3*)	--		406	(87.7*)	98	(17.5)	561
Socioemotional Development	56	(13.2*)	--		367	(86.8*)	66	(13.5)	489
The Family	2	(5.9*)	--		32	(94.1*)	36	(51.4)	70
The Broader Environment	4	(23.5*)	--		13	(76.4*)	9	(34.6)	26
Intervention Programs and Services	27	(24.1*)	--		85	(75.9*)	148	(56.9)	260
Education	26	(25.7*)	--		75	(74.3*)	9	(8.2)	110
Health	1	(10.0*)	--		9	(90.0*)	133	(93.0)	143

Note. Unless otherwise noted, percentages are based on the total number of articles relating to that category. Percentages followed by an asterisk are based on only the number of applicable articles relating to that category.

Table 25

Standardized Test (For Total Subject Pool):

as Sample Characteristic in 1974 Journal Articles,

by Selected Categories of Age and Content Area

Category	Specified #	Specified %	Inferred #	Inferred %	Not Specified #	Not Specified %	Not Applicable #	Not Applicable %	Total Number of Articles
Entire Sample	48	(3.5)	--		1305	(96.5)	--		1353
Childhood	27	(3.4)	--		769	(96.6)	--		796
Adolescence	31	(3.6)	--		830	(96.4)	--		861
Development General	44	(3.8)	--		1126	(96.2)	--		1170
Physical Development (Disorders, Disease)	--		--		167	(100.0)	--		167
Physical Development (Other)	1	(1.0)	--		104	(99.0)	--		105
Cognitive Development	27	(4.8)	--		534	(95.2)	--		561
Socioemotional Development	22	(4.5)	--		467	(95.5)	--		489
The Family	--		--		70	(100.0)	--		70
The Broader Environment	--		--		26	(100.0)	--		26
Intervention Programs and Services	8	(3.1)	--		252	(96.9)	--		260
Education	8	(7.3)	--		102	(92.7)	--		110
Health	--		--		143	(100.0)	--		143

Note. Unless otherwise noted, percentages are based on the total number of articles relating to that category. Percentages followed by an asterisk are based on only the number of applicable articles relating to that category.

Table 26

Mean Standardized Test Scores
(For Total Subject Pool):
as Sample Characteristic in 1974 Journal Articles,
by Selected Categories of Age and Content Area

Category	Specified #	Specified %	Inferred #	Inferred %	Not Specified #	Not Specified %	Not Applicable #	Not Applicable %	Total Number of Articles
Entire Sample	20	(41.6*)	--		28	(58.3*)	1305	(96.5)	1353
Childhood	10	(37.0*)	--		17	(62.9*)	769	(96.6)	796
Adolescence	15	(48.4*)	--		16	(51.6*)	830	(96.4)	861
Development General	18	(40.9*)	--		26	(59.1*)	1126	(96.2)	1170
Physical Development (Disorders, Disease)	--		--		--		167	(100.0)	167
Physical Development (Other)	1	(100.0)	--		--		104	(99.0)	105
Cognitive Development	13	(48.1*)	--		14	(51.8*)	534	(95.2)	561
Socioemotional Development	5	(22.7*)	--		17	(77.3*)	467	(95.5)	489
The Family	--		--		--		70	(100.0)	70
The Broader Environment	--		--		--		26	(100.0)	26
Intervention Programs and Services	3	(37.5*)	--		5	(62.5*)	252	(96.9)	260
Education	3	(37.5*)	--		5	(62.5*)	102	(92.7)	110
Health	--		--		--		143	(100.0)	143

Note. Unless otherwise noted, percentages are based on the total number of articles relating to that category. Percentages followed by an asterisk are based on only the number of applicable articles relating to that category.

Table 27

Range of Standardized Test Scores
(For Total Subject Pool):

as Sample Characteristic in 1974 Journal Articles,

by Selected Categories of Age and Content Area

Category	Specified #	Specified %	Inferred #	Inferred %	Not Specified #	Not Specified %	Not Applicable #	Not Applicable %	Total Number of Articles
Entire Sample	10	(20.8*)	--		38	(79.1*)	1305	(96.5)	1353
Childhood	4	(14.8*)	--		23	(85.1*)	769	(96.6)	796
Adolescence	8	(25.8*)	--		23	(74.2*)	830	(96.4)	861
Development General	10	(22.7*)	--		34	(77.3*)	1126	(96.2)	1170
Physical Development (Disorders, Disease)	--		--		--		167	(100.0)	167
Physical Development (Other)	--		--		1	(100.0)	104	(99.0)	105
Cognitive Development	7	(25.9*)	--		20	(74.1*)	534	(95.2)	561
Socioemotional Development	5	(22.7*)	--		17	(77.3*)	467	(95.5)	489
The Family	--		--		--		70	(100.0)	70
The Broader Environment	--		--		--		26	(100.0)	26
Intervention Programs and Services	1	(12.5*)	--		7	(87.5*)	252	(96.9)	260
Education	1	(12.5*)	--		7	(87.5*)	102	(92.7)	110
Health	--		--		--		143	(100.0)	143

Note. Unless otherwise noted, percentages are based on the total number of articles relating to that category. Percentages followed by an asterisk are based on only the number of applicable articles relating to that category.

Table 28

Standard Deviation of Standardized Test Scores
(For Total Subject Pool):

as Sample Characteristic in 1974 Journal Articles,

by Selected Categories of Age and Content Area

Category	Specified #	Specified %	Inferred #	Inferred %	Not Specified #	Not Specified %	Not Applicable #	Not Applicable %	Total Number of Articles
Entire Sample	11	(22.9*)	--		37	(77.1*)	1305	(96.5)	1353
Childhood	6	(22.2*)	--		21	(77.8*)	769	(96.6)	796
Adolescence	7	(22.6*)	--		24	(77.4*)	830	(96.4)	861
Development General	9	(20.4*)	--		35	(79.5*)	1126	(96.2)	1170
Physical Development (Disorders, Disease)	--		--		--		167	(100.0)	167
Physical Development (Other)	1	(100.0)	--		--		104	(99.0)	105
Cognitive Development	5	(18.5*)	--		22	(81.4*)	534	(95.2)	561
Socioemotional Development	3	(13.6*)	--		19	(86.3*)	467	(95.5)	489
The Family	--		--		--		70	(100.0)	70
The Broader Environment	--		--		--		26	(100.0)	26
Intervention Programs and Services	1	(12.5*)	--		7	(87.5*)	252	(96.9)	260
Education	1	(12.5*)	--		7	(87.5*)	102	(92.7)	110
Health	--		--		--		143	(100.0)	143

Note. Unless otherwise noted, percentages are based on the total number of articles relating to that category. Percentages followed by an asterisk are based on only the number of applicable articles relating to that category.

Table 29

Standardized Test (For Sample)

as Sample Characteristic in 1974 Journal Articles,

by Selected Categories of Age and Content Area

Category	Specified #	Specified %	Inferred #	Inferred %	Not Specified #	Not Specified %	Not Applicable #	Not Applicable %	Total Number of Articles
Entire Sample	398	(29.4)	--		955	(70.6)	--		1353
Childhood	189	(23.7)	--		607	(76.3)	--		796
Adolescence	299	(34.7)	--		562	(65.3)	--		861
Development General	352	(30.1)	--		818	(69.9)	--		1170
Physical Development (Disorders, Disease)	8	(4.8)	--		159	(95.2)	--		167
Physical Development (Other)	29	(27.6)	--		76	(72.4)	--		105
Cognitive Development	215	(38.3)	--		346	(61.7)	--		561
Socioemotional Development	184	(37.6)	--		305	(62.4)	--		489
The Family	28	(40.0)	--		42	(60.0)	--		70
The Broader Environment	9	(34.6)	--		17	(65.4)	--		26
Intervention Programs and Services	66	(25.4)	--		194	(74.6)	--		260
Education	55	(50.0)	--		55	(50.0)	--		110
Health	7	(4.9)	--		136	(95.1)	--		143

Note. Unless otherwise noted, percentages are based on the total number of articles relating to that category. Percentages followed by an asterisk are based on only the number of applicable articles relating to that category.

Table 30

Mean Standardized Test Scores (For Sample):

as Sample Characteristic in 1974 Journal Articles,

by Selected Categories of Age and Content Area

Category	Specified #	Specified %	Inferred #	Inferred %	Not Specified #	Not Specified %	Not Applicable #	Not Applicable %	Total Number of Articles
Entire Sample	227	(57.0*)	--		171	(42.9*)	955	(70.6)	1353
Childhood	111	(58.7*)	--		78	(41.3*)	607	(76.3)	796
Adolescence	170	(56.8*)	--		129	(43.1*)	562	(65.3)	861
Development General	208	(59.1*)	--		144	(40.9*)	818	(69.9)	1170
Physical Development (Disorders, Disease)	4	(50.0*)	--		4	(50.0*)	159	(95.2)	167
Physical Development (Other)	18	(62.1*)	--		11	(37.9*)	76	(72.4)	105
Cognitive Development	140	(65.1*)	--		75	(34.9*)	346	(61.7)	561
Socioemotional Development	95	(51.6*)	--		89	(48.3*)	305	(62.4)	489
The Family	12	(42.8*)	--		16	(57.1*)	42	(60.0)	70
The Broader Environment	4	(44.4*)	--		5	(55.5*)	17	(65.4)	26
Intervention Programs and Services	41	(62.1*)	--		25	(37.9*)	194	(74.6)	260
Education	35	(63.6*)	--		20	(36.3*)	55	(50.0)	110
Health	4	(57.1*)	--		3	(42.8*)	136	(95.1)	143

Note. Unless otherwise noted, percentages are based on the total number of articles relating to that category. Percentages followed by an asterisk are based on only the number of applicable articles relating to that category.

Table 31

Range of Standardized Test Scores (For Sample):

as Sample Characteristic in 1974 Journal Articles,

by Selected Categories of Age and Content Area

Category	Specified #	Specified %	Inferred #	Inferred %	Not Specified #	Not Specified %	Not Applicable #	Not Applicable %	Total Number of Articles
Entire Sample	63	(15.8*)	--		335	(84.1*)	955	(70.6)	1353
Childhood	36	(19.0*)	--		153	(80.9*)	607	(76.3)	796
Adolescence	50	(16.7*)	--		249	(83.3*)	562	(65.3)	861
Development General	61	(17.3*)	--		291	(82.6*)	818	(69.0)	1170
Physical Development (Disorders, [illegible]e)	3	(37.5*)	--		5	(62.5*)	159	(95.2)	167
Physical Development (Other)	11	(37.9*)	--		18	(62.1*)	76	(72.4)	105
Cognitive Development	43	(20.0*)	--		172	(80.0*)	346	(61.7)	561
Socioemotional Development	26	(14.1*)	--		158	(85.8*)	305	(62.4)	489
The Family	3	(10.7*)	--		25	(89.3*)	42	(60.0)	70
The Broader Environment	--		--		9	(100.0)	17	(65.4)	26
Intervention Programs and Services	5	(7.6*)	--		61	(92.4*)	194	(74.6)	260
Education	4	(7.3*)	--		51	(92.7*)	55	(50.0)	110
Health	1	(14.3*)	--		6	(85.7*)	136	(95.1)	143

Note. Unless otherwise noted, percentages are based on the total number of articles relating to that category. Percentages followed by an asterisk are based on only the number of applicable articles relating to that category.

Table 32

Standard Deviation of Standardized Test Scores (For Sample):

as Sample Characteristic in 1974 Journal Articles,

by Selected Categories of Age and Content Area

Category	Specified #	Specified %	Inferred #	Inferred %	Not Specified #	Not Specified %	Not Applicable #	Not Applicable %	Total Number of Articles
Entire Sample	144	(36.1*)	--		254	(63.8*)	955	(70.6)	1353
Childhood	74	(39.1*)	--		115	(60.8*)	607	(76.3)	796
Adolescence	106	(35.4*)	--		193	(64.5*)	562	(65.3)	861
Development General	131	(37.2*)	--		221	(62.8*)	818	(69.9)	1170
Physical Development (Disorders, Disease)	2	(25.0*)	--		6	(75.0*)	159	(95.2)	167
Physical Development (Other)	13	(44.8*)	--		16	(55.1*)	76	(72.4)	105
Cognitive Development	93	(43.3*)	--		122	(56.7*)	346	(61.7)	561
Socioemotional Development	55	(29.9*)	--		129	(70.1*)	305	(62.4)	489
The Family	6	(21.4*)	--		22	(78.6*)	42	(60.0)	70
The Broader Environment	3	(33.3*)	--		6	(66.6*)	17	(65.4)	26
Intervention Programs and Services	22	(33.3*)	--		44	(66.6*)	194	(74.6)	260
Education	20	(36.3*)	--		35	(63.6*)	55	(50.0)	110
Health	1	(14.3*)	--		6	(85.7*)	136	(95.1)	143

Note. Unless otherwise noted, percentages are based on the total number of articles relating to that category. Percentages followed by an asterisk are based on only the number of applicable articles relating to that category.

Table 33

Size of Total Pool:

as Sample Characteristic in 1974 Journal Articles,

by Selected Categories of Age and Content Area

Category	Specified #	Specified %	Inferred #	Inferred %	Not Specified #	Not Specified %	Not Applicable #	Not Applicable %	Total Number of Articles
Entire Sample	171	(12.6)	--		1182	(87.4)	--		1353
Childhood	88	(11.1)	--		708	(88.9)	--		796
Adolescence	117	(13.6)	--		744	(86.4)	--		861
Developmental General	147	(12.6)	--		1023	(87.4)	--		1170
Physical Development (Disorders, Disease)	28	(16.8)	--		139	(83.2)	--		167
Physical Development (Other)	13	(12.4)	--		92	(87.6)	--		105
Cognitive Development	64	(11.4)	--		497	(88.6)	--		561
Socioemotional Development	64	(13.3)	--		424	(86.7)	--		489
The Family	14	(20.0)	--		56	(80.0)	--		70
The Broader Environment	8	(30.8)	--		18	(69.2)	--		26
Intervention Programs and Services	42	(16.2)	--		218	(83.8)	--		260
Education	21	(19.1)	--		89	(80.9)	--		110
Health	19	(13.3)	--		124	(86.7)	--		143

Note. Unless otherwise noted, percentages are based on the total number of articles relating to that category. Percentages followed by an asterisk are based on only the number of applicable articles relating to that category.

Table 34

How School Was Selected:

as Sample Characteristic in 1974 Journal Articles,

by Selected Categories of Age and Content Area

Category	Specified #	Specified %	Inferred #	Inferred %	Not Specified #	Not Specified %	Not Applicable #	Not Applicable %	Total Number of Articles
Entire Sample	27	(3.1*)	--		853	(96.9*)	473	(35.0)	1353
Childhood	17	(4.1*)	--		391	(95.8*)	388	(48.7)	796
Adolescence	20	(3.0*)	--		641	(96.9*)	200	(23.2)	861
Development General	21	(2.6*)	--		782	(97.4*)	367	(31.4)	1170
Physical Development (Disorders, Disease)	1	(14.3*)	--		6	(85.7*)	160	(95.8)	167
Physical Development (Other)	--		--		35	(100.0)	70	(66.7)	105
Cognitive Development	14	(3.0*)	--		444	(96.9*)	103	(18.4)	561
Socioemotional Development	6	(1.4*)	--		413	(98.6*)	70	(14.3)	489
The Family	1	(3.1*)	--		31	(96.9*)	38	(54.3)	70
The Broader Environment	2	(11.8*)	--		15	(88.2*)	9	(34.6)	26
Intervention Programs and Services	10	(9.0*)	--		101	(90.9*)	149	(57.3)	260
Education	8	(8.0*)	--		92	(92.0*)	10	(9.1)	110
Health	2	(3.3*)	--		58	(96.6*)	13	(17.8)	143

Note. Unless otherwise noted, percentages are based on the total number of articles relating to that category. Percentages followed by an asterisk are based on only the number of applicable articles relating to that category.

Table 35

How Class Was Selected:

as Sample Characteristic in 1974 Journal Articles,

by Selected Categories of Age and Content Area

Category	Specified #	Specified %	Inferred #	Inferred %	Not Specified #	Not Specified %	Not Applicable #	Not Applicable %	Total Number of Articles
Entire Sample	24	(11.9*)	--		177	(88.0*)	1152	(85.1)	1353
Childhood	11	(18.0*)	--		50	(81.9*)	735	(92.3)	796
Adolescence	18	(10.7*)	--		150	(89.3*)	693	(80.5)	861
Development General	15	(8.9*)	--		154	(91.1*)	1001	(85.6)	1170
Physical Development (Disorders, Disease)	--		--		--		167	(100.0)	167
Physical Development (Other)	1	(9.1*)	--		10	(90.9*)	94	(89.5)	105
Cognitive Development	8	(8.8*)	--		83	(91.2*)	470	(83.8)	561
Socioemotional Development	7	(6.9*)	--		94	(93.1*)	388	(79.3)	489
The Family	1	(20.0*)	--		4	(80.0*)	65	(92.9)	70
The Broader Environment	1	(20.0)	--		4	(80.0*)	21	(80.8.	26
Intervention Programs and Services	10	(20.8*)	--		38	(79.1*)	212	(81.5)	260
Education	10	(21.3*)	--		37	(78.7*)	63	(57.3)	110
Health	--		--		1	(100.0)	142	(99.3)	143

Note. Unless otherwise noted, percentages are based on the total number of articles relating to that category. Percentages followed by an asterisk are based on only the number of applicable articles relating to that category.

Table 36

How Non-School Population Was Selected:

as Sample Characteristic in 1974 Journal Articles,

by Selected Categories of Age and Content Area

Category	Specified #	Specified %	Inferred #	Inferred %	Not Specified #	Not Specified %	Not Applicable #	Not Applicable %	Total Number of Articles
Entire Sample	66	(12.9*)	--		444	(87.0*)	843	(62.3)	1353
Childhood	53	(12.8*)	--		362	(87.2*)	381	(47.9)	796
Adolescence	28	(12.0*)	--		205	(87.9*)	628	(72.9)	861
Development General	53	(13.1*)	--		349	(86.8*)	768	(65.6)	1170
Physical Development (Disorders, Disease)	17	(10.6*)	--		143	(89.4*)	7	(4.2)	167
Physical Development (Other)	11	(15.3*)	--		61	(84.7*)	33	(31.4)	105
Cognitive Development	15	(11.2*)	--		117	(88.6*)	429	(76.5)	561
Socioemotional Development	13	(17.1*)	--		63	(82.9*)	413	(84.5)	489
The Family	11	(27.5*)	--		29	(72.5*)	30	(42.9)	70
The Broader Environment	5	(45.4*)	--		6	(54.5*)	15	(57.7)	26
Intervention Programs and Services	9	(5.9*)	--		143	(94.1*)	108	(41.5)	260
Education	2	(15.4*)	--		11	(84.6*)	97	(88.2)	110
Health	6	(4.5*)	--		127	(95.4*)	10	(7.0)	143

Note. Unless otherwise noted, percentages are based on the total number of articles relating to that category. Percentages followed by an asterisk are based on only the number of applicable articles relating to that category.

Table 37

How Individual Was Selected:

as Sample Characteristic in 1974 Journal Articles,

by Selected Categories of Age and Content Area

Category	Specified #	Specified %	Inferred #	Inferred %	Not Specified #	Not Specified %	Not Applicable #	Not Applicable %	Total Number of Articles
Entire Sample	610	(45.1)	--		743	(54.9)	--		1353
Childhood	356	(44.7)	--		440	(55.3)	--		796
Adolescence	390	(45.3)	--		471	(54.7)	--		861
Development General	531	(45.4)	--		639	(54.6)	--		1170
Physical Development (Disorders, Disease)	124	(74.3)	--		43	(25.7)	--		167
Physical Development (Other)	56	(53.3)	--		49	(46.7)	--		105
Cognitive Development	207	(36.9)	--		354	(63.1)	--		561
Socioemotional Development	218	(44.6)	--		271	(55.4)	--		489
The Family	34	(48.6)	--		36	(51.4)	--		70
The Broader Environment	16	(61.5)	--		10	(38.5)	--		26
Intervention Programs and Services	119	(45.8)	--		141	(54.2)	--		260
Education	50	(45.5)	--		60	(54.5)	--		110
Health	66	(46.2)	--		77	(53.8)	--		143

Note. Unless otherwise noted, percentages are based on the total number of articles relating to that category. Percentages followed by an asterisk are based on only the number of applicable articles relating to that category.

Number in Sample (Table 3)

The number of children or adolescents in the sample is reported in almost every one of the articles examined (98.9%), so that differences between areas are negligible.

Sex of Sample (Table 4)

The sex of the children in the sample is indicated in 68.3% of the articles, and some differences between areas of research are apparent. The highest incidence of reporting is found in articles relating to socio-emotional development, presumably reflecting an awareness of the importance of sex differences in factors such as motivation, personality and attitudes. Indeed, it is likely that a substantial portion of these studies concern direct investigation of the development of sex differences. Information about the sex of the sample is readily available as well in studies relating to the family, environmental influences, and cognitive development. Relevant information is less often provided in research on physical development (61.9%) and diseases (52.7%), health care services (48.3%) and surprisingly, education (48.8%). It should be noted that the sex of the sample can be inferred (e.g., a random sample is used, where the pool has no sex bias, or a mixture of boys and girls is indicated, although the exact number of each is not given) in only an additional 4.6% of the studies. Across content areas, the percentages of projects in which the sex of the sample can be inferred range from about 3% to 8%, and do not appreciably alter the pattern described above.

Age (Table 5)

Age is another characteristic which can be scored as specified or inferred.

If we look at the percentage of studies in which age is either specified or inferred we find that the total (61.6%) is almost identical to the 61% reported in White and Duker (1973) for the earlier journal years, 1964 to 1970.

A striking difference can be seen between practices of reporting age in studies on children and studies on adolescents. Only 16.1% of the studies relating to childhood fail to include any information on the age of the subjects, while slightly more than half of the studies on adolescence do so.

Studies relating to physical development and disease (52.1%) and to health care services (57.2%), most often provide information about the ages targeted by the research. In contrast, studies on socioemotional development (18.6%) and educational issues (17.3%) are least likely to specify the ages of the children and youth involved.

Grade (Table 6)

Similar to age, grade can be inferred as well as specified. Note also that in 27% of the studies grade level is not applicable, and that the percentages discussed here pertain only to the portion of studies in which grade is an applicable characteristic.

Different patterns of reporting emerge in early childhood and adolescence research. In childhood research, most of the articles that report information about grade specify the exact grade levels (49.2%). In contrast, in adolescence research more articles are scored as inferred (45.3%) than as specified (36.2%), reflecting a tendency among these investigators to use general descriptions such as elementary school, high school, etc., rather than a description of each of the grades involved.

Most noteworthy, perhaps, are the high percentages shown for information (specified and inferred combined) about grade in the areas of socioemotional

development and education--the two areas in which information about age is most lacking. The use of grades instead of ages in describing the developmental level of the sample is not surprising in educational research; it is more difficult to discern the reason for this tendency in research on socioemotional development.

Grade levels are rarely mentioned in studies on physical disease and health services, areas in which the more expedient descriptor of age is frequently reported.

Time of Data Gathering (Table 7)

In most articles (83.1%) no information is provided which allows the reader to determine when (e.g., what year) the data were actually collected. While the publication of many articles follows the data collection by one to three years, this assumption cannot be made across the board. Furthermore, this is one case where the additional information about the sample costs the investigator almost nothing in terms of time, effort and expense. Informatkon about the time of data collection is most available in articles on environmental influences (46.2%), the family (34.3%), and in physical disease (specified in 20.4% of the articles, inferred in 15%). Other areas where information about the time of data collection might be of considerable importance are socioemotional development and education. Most articles relating to these areas fail to provide any relevant information, however.

Race, Ethnicity and Language Dialect (Tables 8, 9, and 10)

Race (i.e., white, black, red, Japanese, Chinese, Filipino, Hawaiian, Korean, or Eskimo) is specified in 25.1% of the applicable projects. (There

are 154 studies which describe research conducted outside of the USA, and which are thus not applicable.)

The race of the sample is described more often in studies on children (33.2%) than in studies on adolescents (19.5%). Few differences are evidenced across areas of research, with the exception that race is specified in a substantially greater number of studies on the family (42.3%) and environmental/societal influences (45.4%). Least informative in terms of the racial background of the sample are studies on physical disease (17.6%) and health services (14.1%).

Information about ethnicity (e.g., Puerto Rican, Mexican-American) is even more scarce than racial descriptors, which is not surprising given the small number of projects which involve ethnic groups not covered under the above racial categories, and the greater difficulty in describing cultural backgrounds. About 5% of the journal articles describe the ethnicity of the sample. Looking at the amount of description by area, we find a low of 2.0% for articles on physical disease, and a high of 13.6% for articles on societal influences.

Similarly, in only a small number of articles (2.1%) is the linguistic background of the sample specified. This figure presumably reflects the preponderance of fluent English-speakers among the research samples. There is also the likelihood, however, that some articles involve bilingual children, but fail to specify language dialects because the language issue is not considered to be central to the research. Language dialect is specified in 9.1% of the studies on the broader environment, 5.8% of the studies on the family, and 5.8% of the education-related studies. In contrast, in only 2.2% of the studies relating to cognitive development and 1.0% of those relating to socioemotional development, are specific language dialects mentioned.

Foreign Nations (Tables 11, 12, 13, and 14)

In 185 of the articles, the research described was conducted in another country.* Surprisingly, in eight of these articles the name of the foreign country is not specified. Beyond the name of the country, details about the racial, ethnic, and linguistic background of the samples generally are not forthcoming. In only 6.8% of these research articles is the race of the sample specified, in only 9.6% is the ethnicity specified, and in only 12.4% is the language dialect specified. There are few differences across areas of research, with the exception that 31.6% of the 19 articles relating to family research specify ethnicity, and 20% of the 60 articles on cognitive development indicate the language dialects of the children.

Neighborhood (Table 15)

In our survey we looked for information on the neighborhoods in which the children and adolescents live. Even in terms of such minimal descriptors as urban, rural, suburban, ghetto, barrio, or reservation, there is little discussion of the neighborhoods from which the samples come. These descriptors are used in only about 7% of the articles. Not surprisingly, among the various areas of research the highest percentage of reporting is found in the broader environment, which includes the child's community. (Only 26 articles concern this area of research, however.) The areas where this kind of information is most lacking are physical disease and health services. Only 3 of the 102 studies on disease, and only 2 of the 141 studies on health care mention the kind of neighborhoods from which their samples are drawn.

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*Note that this figure is higher than the 154 projects which were cited in the preceding section as non-applicable because they involved research outside of the USA. Some of the 185 projects described in this section were applicable for race, ethnicity, and language dialect, because they involved research within the USA as well as research outside of the USA.

Education, Occupation and Income of Parents (Tables 16, 17, and 18)

The levels of reporting are relatively low with respect to characteristics of the parents of the children in samples.

Parents' education level is indicated in 4.4% of all the articles, occupation in 5.7%, and income in 3.8% (combined percentages of specified and inferred in each case). The level of reporting appears to be slightly higher for research on children than research on adolescents. Generally, the pattern across research areas is the same for each of the three characteristics. Relevant information is provided in a very small percentage of articles in each of the research areas except for the family and the broader environment, where it is provided more often. Parental education is specified or inferred in 25.7% of the articles on the family, and in 23.1% of the articles on the broader environment, while parental occupation similarly is described in 19.6% of the family research and 26.9% of the research on the broader environment. In other words, the parent's educational and occupational background is reported most often in studies which focus directly on familial and societal influences, but is virtually ignored as a background factor in studies not directly concerned with these issues. The level of the family's income is reported in only one of the 70 articles focusing on family issues, but it is cited in 15.4% of the studies on the broader environment. Curiously, the parent's educational background is mentioned in only 3 of the 100 articles pertaining to education of the child and adolescent.

Social Class (Tables 19 through 23)

In descriptions of the research sample, social class is referred to in about 22% of all of the articles, in 29% of the childhood research and in 17% of the adolescence research. Social class is mentioned most infrequently in

articles relating to physical disease and health, and most frequently in studies on the family (48.6%), cognitive development (30.3%), and the broader environment (26.9%). How the social class of the sample is determined is not clear in the majority of cases, however. A particular social class scale is named in only 14.8% of the 296 articles in which the social class of the sample is cited. Furthermore, Census tract data, or the parents' income, occupation, or education, are specifically mentioned as the means of determining social class in only about 20% of these articles. In fact, if we look at Census tract data, regardless of whether or not they are used to determine social class, we find that they are drawn on in only seven of the 1353 studies.

Standardized Test (Tables 25 through 32)

In 48 articles, reference is made to a specific standardized test in discussing the larger pool (usually a school or school system) from which the research sample was drawn. Only 20 of the articles, however, also include mean scores on these standardized tests. In addition, 11 provide the standard deviation of the scores, and 10 provide the range of the scores.

A greater number of studies cite standardized tests in discussing the sample itself (398 or 29.4% of the total). This practice is more common in adolescence research (34.7%) than in childhood research (23.7%). As might be expected, educational research shows the highest proportion (50.0%) and studies on physical disease (2.4%) and health (2.8%) the lowest. Almost 60% of the articles that name a standardized test with regard to the sample description also include mean scores, about 36% present the standard deviation of the scores, and about 16% present the range of the scores.

Selection of the Sample (Tables 33 through 37)

The size of the total pool from which the sample is drawn is specified in 12.6% of the articles. The level of reporting does not appear to differ much across the various areas of research. (Higher percentages show up in the broader environment, education, and the family, but relatively small numbers of studies are involved in these areas.)

When the sample is drawn from a school the investigators seldom explain how the school itself was selected. In only 3.1% of the 880 applicable studies is relevant information offered. Furthermore, in only 24 of the 201 studies in which the classroom is identified as a sample unit is there some explanation of the process by which particular classrooms were selected. We fare slightly better when we look at non-school institutions or groups. About 13% of the 510 applicable articles contain some explicit information about the selection of the research pool.

In reading the journal articles, it is much easier to find out something about the selection of the individual children. About 45% of all of the studies discuss criteria for the inclusion of the individuals in the research, even though most of these fail to explain how the schools or institutions were singled out. The rates of reporting are almost identical for childhood research and adolescence research. The highest percentage (74.3%) is found in research on physical disease, which is understandable, and the lowest percentage (36.9%) is in research relating to cognitive development. In most of the other areas, about 45% of the studies describe the selection process.

Discussion

The sections that follow present overviews of reporting practices within the general areas of research into which the journal articles were classified. It should be kept in mind that these discussions primarily touch on cross-area comparisons of sample description. With regard to a particular sample characteristic, an area of research may be characterized by a high (or low) level of reporting relative to the other areas of research examined in the survey. This finding would not necessarily indicate, however, that the level of reporting in this area is high (or low) in an absolute sense.

Research on Children and Adolescents

The frequencies with which some of the sample characteristics are reported differ across research on children and research on adolescents. Child-related studies more consistently describe the age, race, and social class of the individuals in the sample, and the school or schools from which the sample is drawn. Furthermore, information about the ethnicity and neighborhood of the sample is included slightly more often in child-related studies than in adolescent-related studies. The specific grade levels of students are more likely to be indicated in childhood research articles; studies on adolescents tend to describe the grade levels of their samples in terms of broad descriptors, such as junior high school, high school, and college.

While for many other descriptors the level of reporting is equivalent in both childhood and adolescence research, adolescence studies offer more

information in only three of the categories examined: the sex of the sample, the time of data gathering, and scores on standardized tests (for total subject pool).

The Developmental Processes

The survey of reporting practices reveals few extremes in the areas of cognitive and socioemotional development. With respect to most of the sample characteristics, studies focusing on these areas specify information with frequencies which are close to the mean frequencies for all areas combined. A few exceptions are evident, however. Studies relating to socioemotional development are the most likely to report the sex and grade of the sample, although they are least likely to report actual ages. Relative to other areas, socioemotional studies do not often indicate the time of data gathering or the language dialects of the sample.

Information about language dialect is also relatively hard to find in studies on cognitive development, which gives one pause, in light of the presumed importance of linguistic processes in intellectual development. Can it be assumed that the 11 studies in which language dialect is identified are the only studies in which bilingual children are included in the sample? To be fair, only 37 of the 561 studies on cognitive development focus on issues directly relating to language development, and it may be that in all of the other studies non-fluent English speakers were carefully excluded from the samples. It would be helpful to the reader, however, if such screening procedures were explicitly described. Actually, studies on cognitive development show the lowest rate among all of the research areas of reporting the process by which individual subjects are selected for the research. A heightened sensitivity to sex and social class differences is evident in

cognitive studies on the other hand, as these sample characteristics are frequently reported.

The pattern of reporting in studies on physical development contrasts with the general pattern shown for studies on the two other major developmental processes. The differences are especially pronounced with regard to research on physical disease and disorders, which accounts for a major portion of the studies on physical development. Unlike socioemotional and cognitive studies, a relatively large percentage of the studies on physical disorders reports the age of the sample and the time of data collection, and describes the manner in which the individual is selected. The last tendency is not surprising since in contrast to other areas of research where "normal" children are typically desired, in this line of research children with specific disorders are usually sought, thereby increasing the likelihood that the selection process will be described or acknowledged.

The other sample characteristics are reported relatively infrequently. Research on physical disorders ranks low in terms of reporting the sex and race of the sample, and lowest of all of the areas in describing ethnicity, neighborhood, and social class. In the overlapping area of health services, reporting practices are similar.

The Family and the Broader Social Environment

As investigators turn the focus of their research from a discrete developmental process to development within the context of the family or some aspect of the community or broader social environment, they tend to report more information about the characteristics of their samples. At least three reasons for this tendency seem likely. First, the characteristics, such as race and social class, may actually be among the key variables under investigation. Second, the pervasive influence of multiple biological,

psychological, and sociological factors seems to be acknowledged more explicitly in research paradigms in this area, than in those in the area of basic developmental processes. Finally, it simply may be easier to collect certain kinds of background information. For instance, determining the level of parental education or income represents little additional burden to the investigator if parent interviews already are scheduled as part of the research procedure.

Whatever the reasons, studies classified as relating to the family are similar to studies relating to the broader environment in that they rank high in reporting the time of data gathering, parental occupation, and the sex, race, language dialect, and social class of the sample. While the highest rate of reporting parental education is found in family research, parental income is indicated relatively infrequently. Other sample characteristics which are reported relatively frequently in research on the broader environment are ethnicity, neighborhood, and in contrast to family research, parental income.

Education

Some of the findings pertaining to educational research are to be expected. These studies show the highest rate of reporting grade levels and standardized test scores, and the highest rate of describing schools. With regard to most other sample characteristics, however, the reporting practices in educational studies are average and, surprisingly, they are below average with regard to three characteristics: sex, parents' education, and time of data gathering.

Conclusions

In summary, the number of the children in the sample is specified in almost all of the studies, the sex of the children in the sample is specified more often than not, and the age of the children is indicated in about one third of the articles, as is the grade level. Race and social class are reported in about one fifth of the articles, whereas the time of data gathering is documented in only about a tenth of the studies. Other characteristics, such as ethnicity, language dialect, neighborhood, school, and parental income, occupation and education are rarely described .

The extent to which an investigator describes a research sample depends in part on the investigator's perception of the need for those additional data. Our survey indicates that this perceived need is greater when the problems of comparability and generalizability must be confronted within the investigator's own study. When a sample is drawn from more than one school or institution, the investigator is more likely to describe characteristics of the subjects and the institutions, in order to justify the inclusion of these subjects in the same study. Comparison of studies involving samples drawn from one institution (708 articles) with studies involving samples drawn from two or more institutions (446 articles) shows that all but three characteristics (number, time of data gathering, and how individual was selected) are specified in a higher percentage of multiple-institution articles.

Practices for reporting characteristics of samples do vary across the particular areas into which we classified the journal articles. Such differences are to be expected, of course. Judgments about the relevance and necessity of reporting particular sample characteristics are guided by prior theoretical and empirical work, and arguments can be made for the inclusion of certain information about the sample in one area of research, but not

in another. For instance, it may be that knowledge of the mean income levels of the parents of children in the sample facilitates an interpretation of findings relating to some aspect of social development, but adds little to the interpretation of a study on physical disease. Unfortunately, the theoretical underpinnings of research inquiries are not always comprehensive enough to allow clear a priori decisions about which sample characteristics to describe and which to ignore. Furthermore, decisions not to report information often are based simply on economy, or when funds and time are not obstacles, simply on precedents in the literature in that area.

While the breakdown of the survey data by areas of research does not necessarily identify gaps or deficiencies in reporting practices, by revealing differences it at least serves as a stimulus and guide for further consideration of specific practices within particular areas of research.

APPENDIX A

List of Journals Surveyed

List of Journals Surveyed

American Educational Research Journal

American Journal of Diseases of Children

American Journal of Mental Deficiency

American Journal of Orthopsychiatry

American Sociological Review

Child Development

Developmental Medicine and Child Neurology

Developmental Psychology

Educational and Psychological Measurement

Journal of Child Psychology and Psychiatry

Journal of Educational Psychology

Journal of Experimental Child Psychology

Journal of Home Economics Research

The Journal of Genetic Psychology

Journal of Pediatrics

Journal of Personality

Journal of Personality and Social Psychology

The Journal of Social Psychology

Journal of Youth and Adolescence

Merrill-Palmer Quarterly

Monographs of the Society for Research on Child Development

Pediatrics

Psychological Bulletin

Journal of Marriage and the Family

APPENDIX B

Instructions for Scoring Information in the Journal Articles

Instructions for Scoring Information in the Journal Articles

1. Number in sample can either be specified or not specified (i.e., it can never be inferred or not applicable). Number is specified only if the exact number of subjects in the study is given; if no number is given, number in sample is not specified.

2. Sex can be either specified, inferred, not specified or not applicable. Sex is only specified when the exact number of each sex is given; sex is inferred with a random sample, where the pool has no sex bias, or if an exact number of each sex is not given (but it is given that e.g., both boys and girls constitute the sample). Sex is not specified if subjects come from a biased population, if no mention is made of sex, or if it is not a random sample. Sex is not applicable for pre-natal studies.

3. Age can be either specified, inferred or not specified (i.e., it can never be not applicable). Age is specified given: 1) the exact number of subjects in each year (or for subjects under 2 years, the number of subjects in each age level, in months); 2) the mean and range of subjects' ages; 3) mean and standard deviation of subjects' ages. Age is inferred if a range of ages is given (with no indicators of central tendency) if a range of ages is given without specifying the exact number of subjects of each age) or if a mean age is given. Age is not specified if subjects' ages are not given.

4. Grade can be either specified, inferred, not specified, or not applicable. Grade is specified if each grade level in the study is given. Grade

is inferred given descriptors of the school sample (e.g., preschool, high school, university, etc.). Grade is not specified if subjects' grades are not given. Grade is not applicable for studies of infants or toddlers.

5. Time of data gathering can be either specified, inferred, or not specified (i.e., it can never be not applicable). Time is specified if the exact year of research is given. Time of data gathering is inferred if an adequate description is given (e.g., mid-fifties). Time is not specified if no information on time is given.

6. Race can be either specified, not specified, or not applicable (i.e., it can never be inferred). Race is specified given one of the races listed in the census tract data (i.e., white/black/red/Japanese/Chinese/Filipino/Hawaaian/Korean/Eskimo). If none of the above is given, race is not specified. Race is not applicable for research conducted outside of the USA.

7. Ethnicity can either be specified, not specified, or not applicable (i.e., it can never be inferred). Ethnicity is specified given a reference to a cultural group (e.g., Puerto Rican, Mexican-American, etc.). If no reference to a cultural group is made, ethnicity is not specified. Ethnicity is not applicable for research conducted outside of the USA.

8. Language dialect can be either specified, not specified or not applicable (i.e., it can never be inferred). Language dialect is specified if exact language is given; if no language is given, language dialect is not specified. Language dialect is not applicable for research conducted outside of the USA.

9a. Foreign nation can be either specified, not specified, or not applicable (i.e., it can never be inferred). Foreign nation is specified if given

the name of the country where the research was conducted. If the research was conducted in a foreign nation, but the country is not named, foreign nation is not specified. Foreign nation is not applicable if the research was conducted in the USA.

9b. Race in foreign nation can be either specified, not specified, or not applicable (i.e., it can never be inferred). Race is specified if one of those previously mentioned is given; if not given, race is not specified. Race is not applicable if the research is conducted in the USA.

9c. Ethnicity in foreign nation can be either specified, not specified or not applicable (i.e., it can never be inferred). Ethnicity is specified if the cultural group is explicitly stated (or for research on kibbutzims); if no reference to a cultural group is given, ethnicity is not specified. Ethnicity is not applicable for research conducted in the USA.

9d. Language dialect in foreign nation can be either specified, not specified, or not applicable (i.e., it can never be inferred). Language dialect is specified if the specific language spoken by subjects is given. Language dialect is not specified if the research is conducted in a foreign nation but the language spoken is not given. Language dialect is not applicable for research conducted in the USA.

10. Neighborhood can be either specified or not specified (i.e., it can never be either inferred or not applicable). Neighborhood is specified given that subjects come from one of the following areas: urban, rural, suburban, ghetto, barrio, or reservation. If no information is given, neighborhood is not specified; neighborhood is also not specified if any other description is given (e.g., poor, middle-class, etc.) as these are subsumed by other categories.

11. Parental income can be either specified, inferred, or not specified (i.e., it can never be not applicable). Family income is specified if the parents' income is specified in dollars. Family income is inferred from descriptors such as "poor," "middle income," "affluent," etc. If no description is given, family income is not specified.

12. Parental occupation can be either specified, inferred, or not specified (i.e., it can never be not applicable). In order to be specified, the parent's specific occupation must be given. Parental occupation may be inferred from descriptors such as "professional," "blue collar," "executive," etc. If no information or description is given, parental occupation is not specified.

13. Parental education can be either specified, inferred, or not specified (i.e., it can never be not applicable). Parental education is specified if the parents' exact level of educational attainment is given. If descriptors of parental education are given (e.g., "high level of educational attainment"), parental education is inferred. If no information or description is given, parental education is not specified.

14a. Social class is either specified or not specified (i.e., it can never be either inferred or not applicable). Social class is specified if it is stated that the subjects come from a lower, middle, upper social economic status (or some combination thereof). If no reference is given, social class is not specified.

14b. Social class scale can be either specified, not specified or not applicable, (i.e., it can never be inferred). It is specified if the name of a specific scale for deriving socioeconomic status is given; if no

scale is mentioned, social class scale is not specified. Social class scale is not applicable if social class/SES is not specified.

14c. Income, occupation, education, census tract data can be either specified, not specified, or not applicable (i.e., they can never be inferred). In order to be specified, one of these must be specified as the source of SES determination. If none of the above is given as the source of SES, they are not specified. If social class/SES is not specified, this category is not applicable.

14d. Other can be either specified, not specified, or not applicable (i.e., it can never be inferred). If some source other than Social Class Scale, Income, Occupation, Education, Census Tract Data is specified and used to derive SES, "other" is specified. If no other source is given, other is not specified. If Social Class/SES is not specified, this category is not applicable.

15. Census tract data can either be specified or not specified (i.e., it can never be inferred or not applicable). If any census tract data is used to describe the sample, this category is specified; otherwise, it is not specified.

16. School can either be specified, not specified, or not applicable (i.e., it can never be inferred). This category is specified if any description of the school is given (e.g., location, student composition, IQ of students, census tract data, etc.). If no description is given, school is not specified. If the sample does not come from a school population, this category is not applicable.

17a. Standardized test (for total subject pool) is either specified or not specified (i.e., it can never be inferred or not applicable). If a

specific test is named and used in order to describe the total pool, standardized test is specified. If no group test is mentioned or if the specific name of the test is not given, it is not specified.

17b. Mean standardized test scores (for total subject pool) can either be specified, not specified, or not applicable (i.e., it can never be inferred). This category is specified if the mean of the standardized test is given: if the mean is not given, this constitutes not specified. If the standardized test is not specified, the mean is not applicable.

17c. Range of standardized test scores (for total subject pool) can be either specified, not specified, or not applicable (i.e., it can never be inferred). In order to be specified, the range of scores for the standardized test must be given; if no range is given, this item is not specified. If the standardized test is not specified, this item is not applicable.

17d. Standard deviation of standardized test scores (for total subject pool) can either be specified, not specified, or not applicable (i.e., it can never be inferred). This item is specified only when the standard deviation of the standardized test is given; if the standard deviation is not given, this item is not specified. If the standardized test is not specified, this item is not applicable.

18a. Standardized test (for sample) is either specified or not specified (i.e., it can never be inferred or not applicable). The standardized test is specified if a named test is given to the sample (either for purposes of description or selection). If no reference to a test is made or if the specific name of the test is not given, this category is not specified.

18b. Mean standardized test scores (for sample) can be either specified, not specified, or not applicable (i.e., it can never be inferred). If the mean of the standardized test is given, this item is specified; if no mean is given, this item is not specified. If the standardized test is not specified, this item is not applicable.

18c. Range of standardized test scores (for sample) can be either specified, not specified, or not applicable (i.e., it can never be inferred). In order to be specified, the range of scores for the standardized test must be given; if no range is given, this item is not specified. If the standardized test is not specified, this item is not applicable.

18d. Standard deviation of standardized test scores (for sample) can be either specified, not specified or not applicable (i.e., it can never be inferred). This item is specified only when the standard deviation of the standardized test is given; if the standard deviation is not given, this item is not specified. If the standardized test is not specified, this item is not applicable.

19. Size of total pool is either specified or not specified (i.e., it can never be either inferred or not applicable). In order to be specified, the exact number of the total pool must be given, or one must be able to compute this number. If this is not possible, this item is not specified.

20. How school was selected can be either specified, not specified or not applicable (i.e., it can never be inferred). If reasons are given why/how a particular school was chosen, this item is specified. If subjects were drawn from a school, but no reason is given why that particular school was chosen, this item is not specified. If subjects are derived from a non-school population, this item is not applicable.

21. How class was selected can be either specified, not specified or not applicable (i.e., it can never be inferred). If reasons are given for the choice of the particular classes used in the study (e.g., 100% sampling of 5th grade classes, random sample, classes assigned by principal, etc.), this item is specified. If no such reasons are stated, but the sample unit is the classroom, this item is not specified. If the sample unit is not the classr[illegible]or if the sample is derived from a non-school population, this item is not applicable.

22. How non-school population was selected can either be specified, not specified, or not applicable (i.e., it can never be inferred). In order to be specified, some reason must be given as to how that population was selected; if no such information is given and the population is drawn from some source other than the school, this item is not specified. If the sample is derived from a school population, this item is not applicable.

23. How individual child was selected can be either specified or not specified, (i.e., it can never be not applicable or inferred). In order to be specified, some criteria must be given as to how the particular child ended up in the sample; if such information is not given, this item is not specified.

References

White, M.A. and Duker, J. Suggested standards for children's samples. American Psychologist, 1973, 28, 700-703.

A Study of the Description of Samples in Research Literature Relating to Children and Adolescents

Executive Summary

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This is a summary report of a survey of sample descriptions in 24 research journals. The survey covered all of the articles published in the 1974 volumes of these journals, which met the criteria of having a research sample and dealing with children and youth between the pre-natal period and 24 years of age. A total of 1,353 articles qualified.

Method

Each of the articles was classified by age category (childhood or adolescence) and by selected areas of research which fall within the focus of the study: (1) physical development (disorders, disease); (2) physical development (other); (3) cognitive development; (4) socio-emotional development; (5) the family; (6) the broader environment; (7) intervention programs and services; (8) education; (9) health. These categories are not mutually exclusive; an article may be classified as relating both to childhood and adolescence and several focal areas.

In addition to being classified according to content area, each article was scrutinized for information pertaining to the 35 sample characteristics listed in Table 1. A 4-point nominal scale was used to indicate whether information about each of the 35 characteristics was (1) specified, (2) inferred, (3) non-specified, or (4) non-applicable.

Results

Table 1 presents the percentages of journal articles in which each of the sample characteristics is specified, inferred, non-specified, and non-applicable. A breakdown of the data according to content areas is presented in the tables within the complete report of the survey, and does not appear in this summary version. These data are briefly described and analyzed, however, in the text that follows.

Number in Sample

The number of children or adolescents in the sample is reported in almost every one of the articles examined (98.9%), so that differences between areas are negligible.

Table 1

Number and Percentage of Articles in Which Sample Characteristics are Specified, Inferred, Not Specified, and Not Applicable

Sample Characteristic	Specified		Inferred		Not Specified		Not Applicable	
	#	%	#	%	#	%	#	%
Number	1338	(98.9)	--		15	(1.1)	--	
Sex	924	(68.3)	62	(4.6)	366	(27.1)	1	(.1)
Age	494	(36.5)	340	(25.1)	519	(38.4)	--	
Grade	383	(38.7*)	403	(40.7*)	203	(20.5*)	364	(26.9)
Time of Data Gathering	188	(13.9)	41	(3.0)	1124	(83.1)	--	
Race	301	(25.1*)	--		898	(74.9*)	154	(11.4)
Ethnicity	62	(5.1*)	--		1137	(94.8*)	154	(11.4)
Language Dialect	25	(2.1*)	--		1173	(97.9*)	154	(11.4)
Foreign Nation	177	(95.6*)	--		8	(4.3*)	1168	(86.3)
Race	12	(6.5*)	--		173	(93.5*)	1168	(86.3)
Ethnicity	17	(9.2*)	--		168	(90.8*)	1168	(86.3)
Language Dialect	22	(11.9*)	--		163	(88.1*)	1168	(86.3)
Neighborhood	99	(7.3)	--		1254	(92.7)	--	
Parental Income	24	(1.8)	27	(2.0)	1302	(96.2)	--	
Parental Occupation	46	(3.4)	31	(2.3)	1276	(94.3)	--	
Parental Education	55	(4.1)	4	(.3)	1294	(95.6)	--	

*Indicates adjusted percentage; the denominator used to compute this percentage is the number of articles for which this sample characteristic is applicable.

Table 1 (Continued)

Number and Percentage of Articles in Which Sample Characteristics are Specified, Inferred, Not Specified, and Not Applicable

Sample Characteristic	Specified		Inferred		Not Specified		Not Applicable	
	#	%	#	%	#	%	#	%
Social Class	296	(21.9)	--		1057	(78.1)	--	
Social Class Scale	44	(14.8*)	--		252	(85.1*)	1057	(78.1)
Income, Occupation, Education, Census Tract Data	59	(19.9*)	--		237	(80.1*)	1057	(78.1)
Other Supporting Data	11	(3.7*)	--		285	(96.3*)	1057	(78.1)
Census Tract Data	7	(.5)	--		1346	(99.5)	--	
School	116	(13.0*)	--		773	(86.9*)	464	(34.3)
Standardized Test (Total Pool)	48	(3.5)	--		1305	(96.5)	--	
Mean	20	(41.6*)	--		28	(58.3*)	1305	(96.5)
Range of Scores	10	(20.8*)	--		38	(79.1*)	1305	(96.5)
Standard Deviation	11	(22.9*)	--		37	(77.1*)	1305	(96.5)
Standardized Test (Sample)	398	(29.4)	--		955	(70.6)	--	
Mean	227	(57.0*)	--		171	(42.9*)	955	(70.6)
Range	63	(15.8*)	--		335	(84.1*)	955	(70.6)
Standard Deviation	144	(36.1*)	--		254	(63.8*)	955	(70.6)
Size of Total Pool	171	(12.6)	--		1182	(87.3)	--	
How School Was Selected	27	(3.1*)	--		853	(96.9*)	473	(35.0)
How Class Was Selected	24	(11.9*)	--		177	(88.0*)	1152	(85.1)
How Non-School Population Was Selected	66	(12.9*)	--		444	(87.0*)	843	(62.3)
How Individual Was Selected	610	(45.1)	--		743	(54.9)	--	

*Indicates adjusted percentage; the denominator used to compute this percentage is the number of articles for which this sample characteristic is applicable.

Sex of Sample

The sex of the children in the sample is indicated in 68.3% of the articles, and some differences between areas of research are apparent. The highest incidence of reporting is found in articles relating to socioemotional development, presumably reflecting an awareness of the importance of sex differences in factors such as motivation, personality and attitudes. Information about the sex of the sample is readily available as well in studies relating to the family, environmental influences, and cognitive development. Relevant information is less often provided in research on physical development (61.9%) and diseases (52.7%), health care services (48.3%) and surprisingly, education (48.8%).

Age

Age is reported in 36.5% of the articles. There is a striking difference between practices of reporting age in studies on children and studies on adolescents. Only 16.1% of the studies relating to childhood fail to include any information on the age of the subjects, while slightly more than half of the studies on adolescence do so.

Studies relating to physical development and disease, and to health care services, most often provide information about the ages targeted by the research. In contrast, studies on socioemotional development and educational issues are least likely to specify the ages of the children and youth involved.

Grade

Similar to age, grade is reported in a little more than a third of the studies. Most noteworthy, perhaps, are the high percentages shown for information about grade in the areas of socioemotional development and education--the two areas in which information about age is most lacking.

Grade levels are rarely mentioned in studies on physical disease and health services, areas in which the more expedient descriptor of age is frequently reported.

Time of Data Gathering

In most articles (83.1%) no information is provided which allows the reader to determine when (e.g., what year) the data were actually

collected. Information about the time of data collection is most available in articles on environmental influences (46.2%), the family (34.3%), and physical disease (specified in 20.4%, inferred in 15%).

Race, Ethnicity and Language Dialect

Race (i.e., white, black, red, Japanese, Chinese, Filipino, Hawaiian, Korean, or Eskimo) is specified in 25.1% of the applicable projects. The race of the sample is described more often in studies on children (33.2%) than in studies on adolescents (19.5%). Few differences are evidenced across areas of research, with the exception that race is specified in a substantially greater number of studies on the family (42.3%) and environmental/societal influences (45.4%). Least informative in terms of the racial background of the sample are studies on physical disease (17.6%) and health services (14.1%).

Information about ethnicity (5.1%) is even more scarce than racial descriptors, which is not surprising given the small number of projects which involve ethnic groups (e.g., Puerto Rican, Mexican-American) not covered under the above racial categories, and the greater difficulty in describing cultural backgrounds.

Similarly, in only a small number of articles (2.1%) is the linguistic background of the sample specified.

Foreign Nations

In 185 of the articles, the research described was conducted in another country. In eight of these articles the name of the foreign country is not even specified. Beyond the name of the country, details about the racial, ethnic, and linguistic background of the samples generally are not forthcoming.

Neighborhood

Even in terms of such minimal descriptors as urban, rural, suburban, ghetto, barrio, or reservation, there is little discussion of the neighborhoods from which the samples come. These descriptors are used in only about 7% of the articles. Not surprisingly, among the various areas of research the highest percentage of reporting is found in the broader environment, which includes the child's community. The areas where this kind of information is most lacking are physical disease and health services.

Education, Occupation and Income of Parents

The levels of reporting are relatively low with respect to characteristics of the parents of the children in samples.

Parents' education level is indicated in 4.4% of all the articles, occupation in 5.7%, and income in 3.8% (combined percentages of specified and inferred in each case). The level of reporting appears to be slightly higher for research on children than research on adolescents. Generally, the pattern across research areas is the same for each of the three characteristics. Relevant information is provided in a very small percentage of articles in each of the research areas except for the family and the broader environment, where it is provided more often. The parent's educational and occupational background is reported in about one-fifth to one-fourth of the studies which focus directly on familial and societal influences. The level of the family's income is reported in only one of the 70 articles focusing on family issues, but it is cited in 15.4% of the studies on the broader environment.

Social Class

In descriptions of the research sample, social class is referred to in about 22% of all of the articles, in 29% of the childhood research and in 17% of the adolescence research. Social class is mentioned most infrequently in articles relating to physical disease and health, and most frequently in studies on the family (48.6%), cognitive development (30.3%), and the broader environment (26.9%). How the social class of the sample is determined is not clear in the majority of cases, however. For instance, a particular social class scale is named in only 14.8% of the 296 articles in which the social class of the sample is cited. Furthermore, if we look at Census tract data, regardless of whether or not they are used to determine social class, we find that they are drawn on in only seven of the 1,353 studies.

Standardized Test

About 30% of the studies cite standardized tests in discussing the sample. This practice is more common in adolescence research (34.7%) than in childhood research (23.7%). As might be expected, educational research shows the highest proportion (50.0%) and studies on physical disease (2.4%) and health (2.9%) the lowest. Almost 60% of the articles

that name a standardized test with regard to the sample description also include mean scores, about 36% present the standard deviation of the scores, and about 16% present the range of the scores.

Selection of the Sample

The size of the total pool from which the sample is drawn is specified in 12.6% of the articles. The level of reporting does not appear to differ much across the various areas of research.

When the sample is drawn from a school the investigators seldom explain how the school itself was selected (3.1%) or how the classroom within the school was selected (11.9%). In reading the journal articles, it is much easier to find out something about the selection of the individual children. The highest percentage (74.3%) is found in research on physical disease, which is understandable, and the lowest percentage (36.9%) is in research relating to cognitive development. In most of the other areas, about 45% of the studies describe the selection process.

Discussion

The frequencies with which some of the sample characteristics are reported differ across research on children and research on adolescents. Child-related studies more consistently describe the age, race, and social class of the individuals in the sample, and the school or schools from which the sample is drawn. Furtherrore, information about the ethnicity and neighborhood of the sample is included slightly more often in child-related studies than in adolescent-related studies. The specific grade levels of students are more likely to be indicated in childhood research articles; studies on adolescents tend to describe the grade levels of their samples in terms of broad descriptors, such as junior high school, high school, and college.

While for many other descriptors the level of reporting is equivalent in both childhood and adolescence research, adolescence studies offer more information in only three of the categories examined: the sex of the sample, the time of data gathering, and scores on standardized tests (for total subject pool).

The Developmental Processes

The survey of reporting practices reveals few extremes in the areas of cognitive and socioemotional development.

A few exceptions are evident, however. Studies relating to socioemotional development are the most likely to report the sex and grade of the sample, although they are least likely to report actual ages. Relative to other areas, socioemotional studies do not often indicate the time of data gathering or the language dialects of the sample.

Information about language dialect is also relatively hard to find in studies on cognitive development, which gives one pause, in light of the presumed importance of linguistic processes in intellectual development. Studies on cognitive development show the lowest rate among all of the research areas of reporting the process by which individual subjects are selected for the research. A heightened sensitivity to sex and social class differences is evident in cognitive studies on the other hand, as these sample characteristics are frequently reported.

The pattern of reporting in studies on physical development contrasts with the general pattern shown for studies on the two other major developmental processes. Unlike socioemotional and cognitive studies, a relatively large percentage of the studies on physical disorders reports the age of the sample and the time of data collection, and describes the manner in which the individual is selected.

The other sample characteristics are reported relatively infrequently. Research on physical disorders ranks low in terms of reporting the sex and race of the sample, and lowest of all of the areas in describing ethnicity, neighborhood, and social class. In the overlapping area of health services, reporting practices are similar.

The Family and the Broader Social Environment

As investigators turn the focus of their research from a discrete developmental process to development within the context of the family or some aspect of the community or broader social environment, they tend to report more information about the characteristics of their samples. Studies classified as relating to the family are similar to studies relating to the broader environment in that they rank high in reporting

the time of data gathering, parental occupation, and the sex, race, language dialect, and social class of the sample. Other sample characteristics which are reported relatively frequently in research on the broader environment are ethnicity, neighborhood, and parental income.

Education

Some of the findings pertaining to educational research are to be expected. These studies show the highest rate of reporting grade levels and standardized test scores, and the highest rate of describing schools. With regard to most other sample characteristics, however, the reporting practices in educational studies are average and, surprisingly, they are below average with regard to three characteristics: sex, parents' education, and time of data gathering.

Conclusions

In summary, the number of the children in the sample is specified in almost all of the studies, the sex of the children in the sample is specified more often than not, and the age of the children is indicated in about one third of the articles, as is the grade level. Race and social class are reported in about one fifth of the articles, whereas the time of data gathering is documented in only about a tenth of the studies. Other characteristics, such as ethnicity, language dialect, neighborhood, school, and parental income, occupation and education are rarely described.

Practices for reporting characteristics of samples do vary across the particular areas into which we classified the journal articles. Such differences are to be expected, of course. Judgments about the relevance and necessity of reporting particular sample characteristics are guided by prior theoretical and empirical work, and arguments can be made for the inclusion of certain information about the sample in one area of research, but not in another.

Thus, while the breakdown of the survey data by areas of research does not necessarily identify imbalances in reporting practices, by revealing differences it at least serves as a stimulus and guide for further consideration of specific practices within particular areas of research.